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APRIL
1913

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XV

Fayette, Iowa

NUMBER
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The CATALOGUE
1912 - 1913

UPPER IOWA UNIVERSITY BULLETIN

VOLUME XV *Fifty-Seventh Year* NUMBER 4

THE CATALOGUE
1912--1913

FAYETTE, IOWA
PUBLISHED BY THE UNIVERSITY

ENTERED AS SECOND CLASS MATTER UNDER ACT OF CONGRESS
OF JULY 16, 1894

CALENDAR

1913

JANUARY

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1914

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MARCH

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JUNE

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Summer Session, 1913—*June* 23 *to August* 2.
First Semester—September 17, 1913 *to January* 31, 1914.
Second semester—February 3 *to June* 11, 1914.
Summer Session, 1914—*June* 16 *to July* 25.

COLLEGE CALENDAR

Fifty-Seventh Annual Commencement

1913.

JUNE 7, *Saturday.* Commencement of the School of Education at 8:00 p. m.

JUNE 8, *Sunday.* Love Feast. Dean J. W. Dickman, presiding. All old students and Alumni gather at this hour for religious conference and fellowship at 9:00 a. m.

Academic Procession. Baccalaureate Sermon. President Cooper preaches to the graduating class at 10:30 a. m.

College Sing: the All-Together: Address before the Christian Associations. (College sing will both precede and follow the address.) 4:00 p. m.

Academic Procession. College Sermon, at 8:00 p. m.

JUNE 9, *Monday.* Recital of the School of Oratory, at 2:00 p. m.

Commencement of the School of Music, at 8:00 p. m.

JUNE 10, *Tuesday.* Final Chapel Services of the year, at 8:30 a. m.

Business Meeting of the Alumni Association, at 10:30 a. m.

Annual Meeting of the Board of Trustees, at 10:30 a. m.

Fawcett Prize Contest in Oratory, at 2:00 p. m.

Annual Meeting of the Ladies' Professorship Association, at 4:00 p. m.

Entertainment at 8:00 p. m.

UPPER IOWA UNIVERSITY

JUNE 11,	*Wednesday.* Class Day Exercises at 9:00 a. m. Alumni Banquet, at 1:00 p. m. Inter-Class Contest for Silver Cup, at 3:00 p. m. Reception by the Literary Societies, 4:00 p. m. to 6:00 p. m. College Lecture, at 8:00 p. m.
JUNE 12,	*Thursday.* Fifty-seventh Annual Commencement. Address by Bishop Frank M. Bristol, D. D., LL. D.

JUNE 23,	*Monday.* Summer Session begins.
JULY 6,	*Sunday.* Convocation Sermon before the Summer School.
AUGUST 2,	*Saturday.* Summer Session Ends.
SEPTEMBER 15-16,	*Monday, Tuesday.* Enrollment for the First Semester.
SEPEMBER 17,	*Wednesday.* Matriculation Day Address at 10:00 a. m. College Session begins.
OCTOBER 12,	*Sunday.* Convocation Sermon.
NOVEMBER 27,	*Thursday.* Thanksgiving. Exercises suspended.
DECEMBER 5,	*Friday.* Sam S. Wright Debate Contest between the Senior Literary Societies.
DECEMBER 7,	*Sunday.* Convocation Sermon.
DECEMBER 20,	*Saturday.* College Closes for the Christmas Holidays.

1914

JANUARY 6,	*Tuesday.* College Session resumes after the Christmas Recess.
JAN. 28-29-30,	*Wednesday, Thursday, Friday.* Examinations of the First Semester.
JANUARY 31 and FEBRUARY 2,	*Saturday and Monday.* Enrollment of new students for the Second Semester.
FEBRUARY 3,	*Tuesday.* Second Semester begins.
FEBRUARY 5,	*Thursday.* Day of Prayer for Colleges.
FEBRUARY 22,	*Sunday.* Washington's Birthday.
MARCH 15,	*Sunday.* Convocation Sermon.
APRIL 9-16,	Easter Recess.
MAY 30,	*Saturday.* Memorial Day. Exercises suspended.
JUNE 4-6,	*Thursday, Friday, Saturday.* Examinations of the Second Semester.
JUNE 4-11,	FIFTY-SEVENTH ANNUAL COMMENCEMENT.
JUNE 16-JULY 25,	SUMMER SESSION.

Board of Trustees

President	QUINTUS C. BABCOCK
Vice President	CHARLES G. SHADE
Secretary	CHARLES R. CARPENTER
Treasurer	HENRY F. BEYER
Assistant Treasurer	JOHN W. DICKMAN

EX-OFFICIO:

RICHARD WATSON COOPER, D. D., Litt. D.

TERM EXPIRES IN 1913

HENRY L. ADAMS, A. M., LL. B.,	*Des Moines*
Rev. A. M. BILLINGSLEY, D. D.,	*Manchester*
JOSEPH F. CASS, ESQ.,	*Waterloo*
Rev. EMMET G. HUNT, D. D.,	*Parkersburg*
JOHN JAMISON, ESQ.,	*Oelwein*
HENRY F. KLING, Sc. D.,	*Chicago, Ill.*
*Hon. WILLIAM LARRABEE, LL. D.,	*Clermont*
JAMES B. McFATRICH, A. M., M. D.	*Chicago, Ill.*
GRANT M. BIGELOW, M. S.,	*New Hampton*
D. A. FOOTE, A. M., M. D.	*Omaha*

*Deceased.

TERM EXPIRES IN 1914

HORACE W. COOK, B. S., A. M., LL. B.,	*Chicago, Ill.*
HENRY F. ARNOLD, A. M., LL. B.,	*Manchester*
CHARLES R. CARPENTER, Esq.,	*Fayette*
GRANT E. FINCH, Sc. D.,	*Dillon, Mont.*
Rev. THOMAS E. FLEMING, Ph. D., D. D.,	*Marshalltown*
JAMES D. PARKER, A. M., M. D.	*Fayette*
Rev. FRANK M. ROBERTSON, D. D.,	*Pasadena, Cal.*
CHARLES C. WOLF, Esq.,	*Parkersburg*
Hon. SAM S. WRIGHT, Ph. M., LL. B.	*Cedar Rapids*
A. L. COLGROVE, Esq.,	*Minneapolis, Minn.*

TERM EXPIRES IN 1915

Hon. QUINTUS C. BABCOCK,	*Fayette*
HENRY F. BEYER, ESQ.,	*Edgewood*
Hon. HENRY C. CURTIS, A. M.,	*Le Mars*
J. H. LUNEMANN, ESQ.,	*La Porte City*
Rev. N. A. MERSHON, D. D.,	*New Hampton*
CHARLES SHADE, A. M.,	*Rock Rapids*
MILO R. MALTBIE, A. M., Ph. D.,	*New York City*
Rev. T. M. EVANS, D. D.,	*Waterloo*
W. F. BAKER, A. M.,	*Decorah*
WM. LARRABEE, Jr., A. B., LL. B.,	*Clermont*
R. O. WOODARD, ESQ.,	*West Union*

HONORARY

*Rev. JASON L. PAINE, A. M., D. D.	*Fayette*

Committees of the Board

ENDOWMENT CUSTODIANS

*WILLIAM LARRABEE — CHARLES G. SHADE
QUINTUS C. BABCOCK — CHARLES C. WOLF
FRANK CAMP

EXECUTIVE COMMITTEE

HENRY L. ADAMS — GRANT M. BIGELOW
N. A. MERSHON — QUINTUS C. BABCOCK
HENRY F. BEYER — CHARLES R. CARPENTER
JOHN W. DICKMAN

FINANCE COMMITTEE

CHARLES G. SHADE — HENRY F. BEYER
HENRY F. ARNOLD — CHARLES C. WOLF
JAMES B. McFATRICH — *WILLIAM LARRABEE

AUDITING COMMITTEE

JAMES D. PARKER — GRANT M. BIGELOW
JOHN JAMISON

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*Deceased.

UPPER IOWA UNIVERSITY

COMMITTEE ON DEGREES

H. F. KLING
N. A. MERSHON
J. H. LUNEMANN
GRANT E. FINCH

COMMITTEE ON NOMINATIONS

T. E. FLEMING
MILO R. MALTBIE
SAM S. WRIGHT
T. M. EVANS

COMMITTEE ON GROUNDS

A. M. BILLINGSLEY
CHARLES C. WOLF
A. L. COLGROVE
T. M. EVANS

The President of the College is *Ex-Officio* member of all Committees.

FACULTY

RICHARD WATSON COOPER, A. B., D. D., LITT. D.
President

JOHN WILLIAM DICKMAN, PH. M., A. M., SC. D.,
Dean of College,
William Larrabee Professor of Sociology and Political Science.

PERSIS HURD ALDERSON, PH. M.,
Professor of History, and Librarian.

ARTHUR ELLSWORTH BENNETT, A. M., PD. D.,
Director of School of Education,
Professor of Pedagogy,
Secretary of the Faculty.

BENJAMIN FRANKLIN SIMONSON, A. M., LL. D.,
Professor of Mathematics.

CHARLES DANIEL NEFF, A. M., MUS. D.,
Director of School of Music,
Professor of Piano Forte and Harmony.

JOHN STRAYER McINTOSH, A. M., PH. D.,
Professor of Latin and Greek.
Registrar.

DANIEL MASON PARKER, A. M., D. D,.
Professor of Philosophy and Biblical Literature.

SAMUEL WILLIAMSON COLLETT, SC. M.,
Alumni Professor of Biology, Curator of the Museum.

ELIZABETH NICHOLS, A. M.,
John William and Emma Bissell Professor of English.

OSCAR H. WERNER, ACC'T. M., A. M.,
Professor of German and French.

LAWRENCE ONCLEY, A. B.,
Professor of Chemistry and Physics.

JOHN WILLIS CRAIN, Mus. B.,
Professor of Voice Culture.

CORA BELLE BEACH, Sc. B.,
Principal of the Business School and Professor of Stenography and Typewriting.

KATHRYN ALLEN CARTER,
Director of the School of Oratory.

FLORENCE E. BUSSE, A. B.,
Professor of Household Economics.

STELLA HAAS NEFF,
Associate Professor in Piano Forte.

JOHN EDWARD DORMAN, B. S., D. D. S.,
Director of Athletics.

ADDITIONAL INSTRUCTORS

ROBERT W. HANDKE,
Assistant in Chemistry.

EDWIN H. WILCOX,
Assistant in Physics.

ERNEST T. SMITH,
Assistant in Biology.

BERNICE K. CLAXTON,
Assistant in German.

AGNES H. HOYT,
GENEVA STONE,
Assistants in Mathematics.

MILDRED NAFE,
Assistant in Political Science.

OTHER OFFICERS

Rev. C. B. LARRABEE,
Rev. N. F. NORTON, Ph. D.,
Field Agents.

MAYME LUCY HURD, PH, B.,
Assistant Librarian.

ALBERT MILLER,
Superintendent of Buildings and Grounds.

EDITH M. HUBBELL,
GUY L. CARTER,
Secretary to the President.

Standing Committees

The President is *Ex-Officio* Member of All Committees.

CURRICULUM

DICKMAN, McINTOSH, ALDERSON, SIMONSON, COLLETT, BENNETT.

REGISTRATION

ALDERSON, BENNETT, SIMONSON, McINTOSH, WERNER.

CLASSIFICATION AND DEGREES

McINTOSH, SIMONSON, DICKMAN, WERNER.

GRADUATE WORK.

SIMONSON, McINTOSH, COLLETT, NICHOLS.

COLLEGE PUBLICATIONS

WERNER, BEACH, COLLETT.

STUDENT ORGANIZATIONS

BENNETT, DICKMAN, WERNER.

LIBRARY

DICKMAN, ALDERSON, McINTOSH, PARKER.

RULES, REGULATIONS AND DISCIPLINE

DICKMAN, BENNETT, SIMONSON, ALDERSON, NEFF, McINTOSH, BUSSE.

RELIGIOUS WORK

PARKER, CRAIN, DICKMAN.

PUBLIC CEREMONIES

DICKMAN, BENNETT, SIMONSON.

SUMMER SESSION

BENNETT, AND THE CURRICULUM COMMITTEE.

ENTERTAINMENT

PARKER, NEFF, BEACH.

Lectures

Rev. JOHN ANDREW HOLMES, D. D.,	*Champaign, Ill.*
Mr. BENJAMIN CHAPIN,	*New York City*
Rev. TITUS LOWE,	*Cedar Falls*
Dr. F. WATSON HANNAN, D. D.,	*Brooklyn, N. Y.*
Dr. E. ROBB ZARING, D. D.,	*Chicago, Ill.*
Bishop EDWIN HOLT HUGHES, D. D.,	*San Francisco, Cal.*
Hon. WM. V. ALLEN,	*Madison, Nebr.*
Mr. R. H. BELKNAP,	*West Union, Ia.*
Dr. JASON LEE PAINE, D. D.,	*Fayette, Ia.*
Rev. R. F. HULRBURT,	*Marshalltown*

Conference Visitors

A. B. CURRAN,	*Charles City*
W. C. KEELER,	*Grundy Center*
TITUS LOWE,	*Cedar Falls*
J. W. TURNER,	*Edgewood*
J. P. VAN HORN,	*Oelwein*
J. ARTHUR YOUNG,	*Waukon*

THE COLLEGE

JOHN WILLIAM DICKMAN, Sc. D., Dean.

Terms of Admission

A student expecting to enter the College should send, previous to his coming, all credits from high schools to Upper Iowa University, Dean's Office, Fayette, Iowa. If coming from another College he should also enclose a letter of honorable dismissal from the President or Dean of that College. If it is inconvenient to send these credentials before coming he should, if possible, bring them with him.

Blank forms of Application for Admission may be obtained from the President or Registar. The certificate form supplied by the North Central Association of Colleges and Secondary Schools is the form used.

Candidates for admission to the Freshman class must be at least fifteen years of age, and must produce testimonials of good character.

ENTRANCE REQUIREMENTS.

For unconditional admission to the Freshman Class of the College, candidates must offer a total of fifteen units from the following list:

English	Three units or four units.
Greek	Two or three units
Latin	Two or four units
French	One or two units.
German	One or two units.
History	Two units.

Economics	One-half unit.
Civics	One-half unit.
Mathematics	Two and one-half or three units.
Drawing	One-half unit.
Physics	One unit.
Chemistry	One unit.
Zoology	One unit.
Botany	One-half unit.
Physiography	One-half unit.
Physiology	One-half unit.

A unit for entrance is the equivalent of a single study pursued throughout the Academic year five times a week in recitation periods of not less than forty minutes.

Students will be admitted as conditional Freshmen upon the presentation of fourteen units from the above list. The deficiency must be made up during the first two years in College.

All candidates must offer:

English	Three units.
Mathematics	Two and one-half units.
Language	Two units.
History	One unit.
Science	One unit.

Students deficient in more than one unit will be enrolled in the Academy until the deficiency is provided for either by examination or by taking the subject or subjects in the Academy classes.

Definition of Units

MATHEMATICS

Two and one-half units are required of all candidates for admission to College, and three full units are preferred.

I. Algebra. *One and one-half units.*

The one and one-half units of Algebra include the three semesters usually covered in the standard High Schools.

In our own courses we divide this into two parts, the first year covering the elements of Algebra, including the simpler types of quadratic equations.

In this part of the work the emphasis is put upon the development of a clear understanding of and insight into the fundamental concept of Algebra and the mastery of the elementary operations employed. The second part is given during a half year after the student has taken the courses in Geometry and includes a review and extension of the work in factoring, radicals, imaginaries and quadratics.

In this course the emphasis is more on the theoretical side of the subject and on the broader generalizations and the more difficult types of problems in radicals, the general theory of indices, equations in the quadratic form and equations involving quadratics.

II. Plane Geometry. *One unit.*

III. Solid Geometry or Plane Trigonometry. *One-half unit.*

ENGLISH

Three Units

Preparation in English has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation.

I. Grammar and Composition. The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school, and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, paragraphs, and the different kinds of whole composition, including letter-writing, should be thoroughly mastered, and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise narration, description and easy exposition and

argument based upon simple outlines. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge and studies other than English, as well as from his reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in his recitations and various exercises, whether oral or written.

II. LITERATURE. The second object is sought by means of two lists of books, headed respectively reading and study, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages both in verse and in prose. As an aid to literary appreciation, he is further advised to acquaint himself with the most important facts in the lives of the authors, whose works he reads, and with their place in literary history.

A. READING, The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

*BOOKS PRESCRIBED FOR READING.

For 1913 *and* 1914, *ten books, selected as prescribed below from the following list*:

Group I (two to be selected.)

The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; Homer's *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII, Homer's *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XVI; Virgil's *Æneid*. The *Odessey, Iliad, and Æneid*, should be read in English translations of recognized literary excellence. FOR ANY UNIT, OF THIS GROUP A UNIT FROM ANY OTHER GROUP MAY BE SUBSTITUTED.

Group II (two to be selected.)

Shakespeare's *Merchant of Venice;* **Midsummer-Night's Dream;** *As You Like It; Twelfth Night; Henry the Fifth; Julius Caesar.*

Group III (two to be selected.)

Defoe's **Robinson Crusoe, Part I;** Goldsmith's *Vicar of Wakefield; either* Scott's *Ivanhoe,* or *Quentin Durward;* Hawthorne's *House of the Seven Gables; either* Dicken's **David Copperfield,** or *Tale of Two Cities;* Thackeray's *Henry Esmond;* Mrs. Gaskell's Cranford; George Elliot's *Silas Marner;* Stevenson's **Treasure Island.**

Group IV (two to be selected.)

Bunyan's *Pilgrim's Progress, Part 1;* The Sir Roger de Coverley *Papers in The Spectator;* Franklin's *Autobiography* (condensed); Irving's *Sketch Book;* Macaulay's **Essays on Lord Clive;** *and* **Warren Hastings;** Thackeray's **English Humorists; Selections from Lincoln,** including at least the two Inaugurals and Lincoln's Speeches in the Independence Hall and at Gettysburg, and Last Public Address, Letter to Horace Greeley, along with a brief memoir or estimate; Parkman's **Oregon Trail;** *either* Thoreau's **Walden** *or* Huxley's **Autobiography,** *and* **Selections from Lay Sermons,** including the addresses on Improving Natural Knowledge, A Liberal Education, and A Piece of Chalk; Stevenson's **Inland Voyage,** *and* **Travels With a Donkey.**

Group V (two to be selected.)

Palgrave's *Golden Treasury* (First Series), Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns; Gray's **Elegy in a Country Churchyard,** *and* Goldsmith's *Deserted Village;* Coleridge's *Ancient Mariner, and* Lowell's *Vision of Sir Launfal;* Scott's *Lady of the Lake;* Byron's **Childe Harold, Canto IV,** *and The Prisoner of Chillon;* Palgrave's *Golden Treasury* (First Series), Book IV, with especial attention to Wordsorth, Keats, and Shelley; Poe's *Raven,* Longfellow's *Courtship of Miles Standish, and* Whittier's **Snow-Bound;** Macaulay's *Lays of Ancient Rome, and* Arnold's *Sohrab and Rustum;* Tennyson's *Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur;* Browning's *Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Hervè Riel, Pheidippides,* **My Last Duchess,** *and* **Up at a Villa —Down in the City.**

******New books are in* **heavy face type.**

B. Study. This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning

of words and phrases, and the understanding of allusions. For this close reading are provided a play, a group of poems, an oration, and an essay, as follows:

BOOKS PRESCRIBED FOR STUDY

For 1913 and 1914: Shakespeare's *Macbeth;* Milton's *L'Allegro, Il Penseroso, and Comus; either* Burke's *Speech on Conciliation with America, or* Washington's *Farewell Address and* Webster's *First Bunker Hill Oration; either* Macaulay's *Life of Johnson, or* Carlyle's *Essay on Burns.*

HISTORY

The candidate may present any of the following units:

I. Ancient History and the early middle ages, to the death of Charlemagne. *One unit.*

II. Modern European History, from the death of Charlemagne to the present time. *One unit.*

III. English History. *One unit.*

IV. American History and Civil Government. *One unit.*

This outline of admission credits in history is the standard one for all colleges in the United States. It is in accord with the report of the Committee of Seven of the American Historical Association and with the Syllabus of History for Secondary Schools of the New England History Teachers' Association. It is to be preferred to any other outline. In accordance with this plan the work in English History must be done in connection with a good reference library in history, with extensive collateral readings, and American History should include both the collateral readings and a study of civics. Otherwise credit for either course will be one-half unit. American History must be taken in high school and in advance of eighth grade work.

LATIN

Four Units

I. Beginners' Latin Book, completed. Easy reading; 20 to 30 pages of consecutive text.

II. First four books of Cæsar, or the equivalent thereof. Prose Composition at least one period a week throughout the year.

III. Seven Orations of Cicero, unless Manilian Law be included, in which case only six will be required. Prose composition.

IV. Virgil's Ænid, six books or the equivalent. Prosody, and Roman Mythology.

GERMAN

One or Two Units

I. Grammar, composition and reading of at least 100 pages of text, as: Seligmann's *"Altes und Neues,"* Bacon's *"Im Vaterland,"* Storm's *"Immensee"* or equivalents.

II. Reading of at least 500 pages of text. Review of grammar. Composition at least one period a week. Ability to speak and translate at sight easy German.

FRENCH

One or Two Units

I. Rudiments of grammar. Pronunciation. Ability to read fluently and correctly. Reading at least 100 pages of text.

II. Review of grammar. Reading of at least 600 to 800 pages of text.

BOTANY

One-half Unit

This should include the elements of plant structure and physiology, and ecology as treated in the more recent elementary texts. The work on plant structure and physiology should comprise studies of the root, stem, and leaves of higher plants; the structure and germination of seeds, and types of the lower plants. This work should be supplemented by field work with

attention to ecology. A practical knowledge of plant analysis is most desirable. Field and laboratory work should occupy at least one-half the time alloted to the course. In case a full unit is offered, its acceptance will be conditioned upon the quantity and quality of the work.

ZOOLOGY

One-half Unit

The work presented in Zoology should consist of field and laboratory work in addition to the study of some of the more recent elementary texts. Representatives of the chief divisions of the animal knigdom should be studied in the laboratory.

PHYSIOLOGY

One-half Unit

The work in Physiology should be based upon a text-book which is the equivalent of Martin's *Human Body* (briefer course). Dissection of a vertebrate and general laboratory work are desirable.

PHYSICS

One Unit

Students presenting Physics as an entrance unit should include in their preparation both text-book and laboratory work. The text-books of Millikan and Gale, Carhart and Chute, or Hoadley are recommended. The laboratory work should include at least 30 experiments representative of the different departments of Physics and involving careful measurements, and the candidate must present his original note-book containing full records of the experiments.

CHEMISTRY

One Unit

Students presenting Chemistry as an entrance unit should have had a thorough course in General Chemistry, including

both recitations and laboratory work throughout the year. The ground covered should be essentially that of the best elementary text books on general chemistry, such as *Remsens Briefer Course.* The laboratory work should include at least fifty experiments and the laboratory note-book should be presented when the application for credit is made.

PHYSICAL GEOGRAPHY

One-half Unit or One Unit

In Physical Geography such knowledge of the subject is required as may be gained from a study of such text-books as Tarr, Davis, Gilbert and Brigham, Dryer. The time devoted to the study must have been at least the equivalent of four days a week for eighteen weeks.

For an entire unit's credit, the time devoted to the study must have been at least the equivalent of four hours a week for 36 weeks. The course must include individual laboratory work on the part of the student, field work, and map work. The laboratory work should be the equivalent of one or two periods per week, and the student should present his original note-books and maps when the application for credit is made.

DRAWING, MANUAL TRAINING, COMMERCIAL STUDIES

Credit may be given in Drawing (*one-half unit*), Manual Training (*one unit*) and Commercial Studies: Bookkeeping (*one-half unit*) Stenography and Typewriting (*one unit*), if the work be sufficient in quality and amount to warrant credit. The Manual Training must include both theory and practice of joining, turning and pattern making. No credit is given for stenography without typewriting, or typewriting without stenography.

Credit will be given in Domestic Science and Agriculture from approved high-schools or departments in accord with the character and amount of work offered. The definition given by the North Central Association of Colleges and Secondary Schools will serve as a guide. The work must be thoroughly done in schools with standard equipment and the student proficient.

Admission by Certificate

Admission to College may be by certificate from:

1. Schools upon the accredited list of the North Central Association of Colleges and Secondary Schools, or upon the accredited list of other similar associations.

2. Schools not upon the accredited lists, but whose course of study, faculty and equipment prove, upon inspection, to meet the standards of the Association.

3. Schools in Iowa upon the accredited list of Secondary Schools of Iowa.

4. Schools in neighboring states upon the accredited lists of those states.

Students coming from all such schools as graduates thereof will be granted unconditional admission to the Freshmen class of the College.

Students coming from other than accredited schools will be classified in accordance with the quality and amount of secondary school work which they have completed. Any such work should accord, in quality and amount, with the description of admission units given above.

For list of Accredited Schools in Iowa see page 103.

Credit in College for work done in Accredited Secondary Schools may be obtained on condition.

1. That the work offered for college credit is in addition to the fifteen units of secondary work required for entrance.

2. That it is the equivalent of a unit (one full year) of work in the study in which credit is asked.

3. That, in the languages, sciences, and mathematics, the student is able to enter and continue in the advanced classes in the department where credit is given.

Advanced Standing

Students coming from another college and seeking advanced standing must present a letter of honorable dismissal, and a record of the work done and the amount of credit received for

it. If the work has been in a college of equal grade, it is accepted without further examination. To students from other colleges the credit to be given will depend upon the character and amount of the work done.

The Bachelor's degree will not be conferred save upon students who have spent at least one year in residence at Upper Iowa University.

Degrees

In accordance with a vote of the faculty in March, 1910, the following degrees will henceforward be conferred by the University, in course: Bachelor of Arts (B. A.), Bachelor of Science (B. S.), Master of Arts (M. A.)

The Bachelor's Degree. By action of the Faculty on March 10, 1910, it was decided, "That henceforth the Upper Iowa University will confer the degree of Bachelor of Arts upon all graduates of the College of Liberal Arts and Sciences, provided that the degree of Bachelor of Science may be conferred on students doing major work in the sciences, if they so elect."

The Master's Degree. The degree of Master of Arts will be conferred upon graduates of Upper Iowa university, or of other colleges of recognized standing, at the satisfactory conclusion of an approved course of advanced study pursued during one year in residence.

Graduate Work

All graduate work is under the direction of the heads of the departments in which the work is taken, subject to the general supervision and regulations of the Committee on Graduate Work of the Faculty. The following regulations are in force:

1. The principle of specialization is recognized in the graduate work and the aim is directed toward the attainment of proficiency in a particular line of study. The candidate may pursue one subject only, or he may pursue two related subjects

provided he have adequate undergraduate preparation in each of them. The details of the courses to be pursued by any candidate are arranged between the candidate and the heads of departments in which his work is taken with the approval of the faculty thereupon.

2. The candidate's proficiency will be tested by examination in both his major and minor subjects and by a thesis in his major subject.

3. The regular semester tuitions will be charged, and a diploma fee of ten dollars will be due at the completion of the course.

All inquiries concerning graduate work should be addressed to Professor B. F. Simonson, Chairman of Committee on Graduate Work.

COURSES OF STUDY

Choice of Studies

The following rules governing the choice of electives apply to all students entering in 1912 and to subsequent classes:

1. Every student is required to present 120 semester hours of work for graduation from the College.

2. Before graduating from the College of Liberal Arts, all students must have completed at least five years of foreign language, three years of which must be in some one language. Students who have met this requirement before entering College will be free to elect or not elect the foreign languages; those who enter College with only two years of foreign language must therefore, elect three years of foreign language in College.

3. All students intending to teach and wishing to secure upon graduation a five-year state certificate in Iowa must have completed fourteen semester hours of work in the Department of Education (see page 57) and six semester hours in General Psychology. According to a ruling of the State Board of Educational Examiners, these fourteen semester hours may include Ethics and History of Philosophy.

4. The courses open to freshmen are as follows:

Education 4 hours.

English	4 hours.	Chemistry	4 hours.
Latin	4 hours.	Botany	2 hours.
Greek	4 hours.	Mathematics	4 hours.
German	4 hours.	History	2 hours.
French	4 hours.	Oratory	2 hours.

All Freshmen are required to take the course in Rhetoric, two hours per week, throughout the year. *See page* 25.

5. At the opening of the Sophomore year every student will be asked to present to the Faculty an outline of his work for the next three years. Such a plan for his college work may be changed at any time during the subsequent period of his course, but the plan must remain on file in the Registrar's office and should be changed whenever the student thinks it desirable to modify his course. A student in perfecting such plan for his work should consult the Head of the Department in which he is doing the major part of his work.

6. For the purpose of distribution of studies all the courses open to undergraduates are divided among the following four general groups:

I. Language, Literature.
   (a) Ancient Languages and Literatures.
   (b) Modern Languages and Literatures.

II. Natural Sciences.
   (a) Physics, Chemistry, Geology.
   (b) Botany, Zoology.

III. History, Political and Social Sciences.
   (a) History.
   (b) Politics, Economics, Sociology.

IV. Philosophy and Mathematics.
   (a) Philosophy, Education, Religion.
   (b) Mathematics, Astronomy.

In the application of the following regulations concerning the distribution of studies among the four groups, the required work in Freshmen English (as noted in 4), and the work in Education required of all students intending to teach (as noted in 3), are not counted in satisfying Rule 8 but are counted in the application of Rule 7.

7. Every student must complete at least 32 semester hours in some one of these groups, 24 semester hours of which must be in some one department unless that department be Latin or German. If his major work be in Latin, 20 semester hours must be completed in College in addition to the 4 units of preparatory work. If his major work be in German, four

years of College work must be completed for the major unless the student enters College with two units of German, in which case his major will include three years of work in the German department.

8. Every student shall distribute at least 40 semester hours of work among the three general groups in which his chief work does not lie, and he shall take in each group not less than 8 hours, and not less than 20 hours in any two groups. In Group II, the student must offer one full year of work in some one science.

The above rules governing the choice of studies are made necessary by the fact that all distinctions in courses—Scientific, Latin-Scientific and Classical—disappeared when the Faculty voted to confer the degree of Bachelor of Arts upon all approved candidates completing the required number of units in College. Courses in the various departments and these rules governing the choice of studies are formulated on two widely-accepted pedagogical principles: (1) That every student, before graduation, should have attained intellectual mastery in at least one department of study, in which department he should elect four years of continuous work, and (2) that all students attaining a College degree should have a working knowledge of each of the four groups. In the freshman year the student should, as a rule, elect in each of the four groups. For the average student, the same holds true for the sophomore year. Concentration naturally belongs to the junior and senior years and should be reserved for those years by all students, save those who find it necessary to make a vocational grouping earlier.

VOCATIONAL GROUPS

There are more than 120 courses offered in the following pages aggregating 376 semester hours of work in ten college departments, beside the special departments of Music and Oratory. Of these, the student takes 120 semester hours covering, on the average, about 40 semester courses, before graduation. Here is, therefore, a large freedom of choice, and students may, and do, shape their college work toward some definite professional or vocational end. This can be done only through a wise choice of elective studies. Every student must remember

that a broad and sound intellectual attainment is for him the prime requisite for his most successful and most satisfying career in any profession or vocation. As a guide, we suggest the following elective groups having vocational significance.

AGRICULTURE.

General Botany, Fungous Diseases of Plants, Bacteriology, Plant Physiology, Ecology, General Zoology, Animal Physiology, Embryology, General Chemistry, Organic Chemistry, Agricultural Chemical Analysis, General Physics, General Geology, Land Surveying and Trigonometry, Sociology, Labor Problems, History of the West, Rhetoric, Literary Masterpieces, American Literature, Debate.

BUSINESS.

Political Economy, Sociology, Science of Finance, Financial History, Labor Problems, Economic Problems, International Law, Constitutional Law, History of the West, German or French, General Chemistry, General Physics, General Botany, General Zoology, English.

EDUCATION.

The courses included in the Department of Education are designed to offer the special technical education required of teachers in our Secondary Schools. Those who wish to fit themselves for teaching in some special department, as in Latin, German, Mathematics, English, or the Sciences should, of course, do major work in these departments and then should elect such courses as History of Education, Hitory of Education in the United States, Principles of Education, Philosophy of Education, Ethics, Psychology, Educational Psychology, Psychology of Religion, Philosophy and Secondary School Methods. Those preparing to teach Secondary School work should so elect their work as to make desirable combinations for High School work. Perhaps the greatest demand at the present time is for teachers of Science, Latin, German, and English. It is well for the Scientist to know the Chemistry of Agriculture, the Chemistry of foods and the Bacteriology of the farm. The student of Latin should also have German and English; the student of English should be a master of his subject and be thoroughly prepared in one other language; the student in German can usually make good combinations with Matheatics, English or Latin. Prospective teachers should also remember that a knowledge of and proficiency in Oratory and Debating, Music and various forms of athletics are universally desirable qualifications.

ENGINEERING.

Trigonometry and Surveying, College Algebra, Differential Calculus, Integral Calculus, Astronomy, Analytics, Physics, General Chemistry, French (2 years), German (2 years), and English.

JOURNALISM.

Rhetoric, Literary Masterpieces, The Novel, The Essay, Short Story, American Literature, Contemporary Drama, Victorian Poetry, Interpretation of Literature and Art, Modern European History, The American Revolution, History of the West, Constitutional Law, International Law, Political Economy, Sociology, Financial History, Labor Problems, Economic Problems, Diplomatic History of the United States, French, German.

LAW.

Medieval History, Modern European History, Roman History, English History, Political Parties, History of the West, Diplomatic History of the United States, International Law, Constitutional Law, Political Economy, Sociology, Science of Finance, American Commonwealth, Argumentation and Debate, Oratory, French, German and Latin, Rhetoric and American Literature.

MEDICINE.

General Botany, General Zoology, Bacteriology, Animal Physiology, Embryology, Comparative Anatomy of Vertebraetes, General Physics, General Chemistry, Quantitative Analysis, Organic Chemistry, French, German.

MINISTRY.

Greek, Latin, Argumentation and Debate, Literary Masterpieces, The Novel, Victorian Poetry, Interpretation of Literature and Art, Shakespeare, American Literature, Oratory, Ethics, History of Philosophy, Psychology, Psychology of Religion, Theism, Biblical Literature, Church History, Roman History, Greek History, Political Economy, Sociology, Labor Problems, American Revolution, History of the West, Political Parties, General Botany, General Zoology, General Geology, German.

DEPARTMENTS OF STUDY

The courses in the College of Liberal Arts are arranged under the following departments and in the following order.

Botany, page 30
Chemistry, page 31
Debate, page 32
Education, page 33
English Literature, page 35
French, page 37
Geology, page 38
German, page 39
Greek, page 41
History, page 42
Latin, page 44
Mathematics, page 47
Philosophy, page 49
Physics, page 50
Political and Social Science, page 51
Psychology, page 53
Religion, page 54
Zoology, page 56

Following these courses will be found the announcements of the

School of Education, page 57
School of Music, page 61
School of Oratory, page 68
School of Art, page 73

Botany

PROFESSOR COLLETT.

I. GENERAL BOTANY.

This course is so designed as to give the student such a knowledge of the various phases of botanical science as will enable him to pursue successfully more advanced courses, and at the same time to meet the requirements of those who wish only a general knowledge of the science. The subjects taken up are:

(a) Plant Physiology—The plant is studied as a living object, special attention being given to the nature and work of protoplasm, the nature and source of food, the metabolic processes and the phenomena of growth.

(b) Morphology.—A series of plants representing all the chief groups from the Algae and Fungi to the Spermatophyta are studied, especially with reference to the development from the simpler to the more complex forms. These types are so chosen that in addition to illustrated morphological development they will at the same time familiarize the student with the flora surrounding him. Special attention is given to the green Algae, the Bacteria and parasitic Fungi during the first semester, while the Bryophyta, Pteridophyta and Spermatophyta are studied the second semester. This work closes with a comparative study of plant tissues and organs.

Open to Freshmen.

Prerequisites for all advanced courses in Botany.

Throughout the year. 4 *hours.*

II. GENERAL MORPHOLOGY.

(a) Pteridophytes.—A general study of the morphology, embryology, and histology of the Lycopodales, Equisetales and Filicales, followed by a detailed study of the more important genera of the ferns; special attention being placed upon the cytological distinction of alternation of generations, sterilization, establishment of the independent sporophyte, Heterospory and seed habit.

First semester. 3 *hours.*

(b) Spermatophytes.—Similar to the preceding, being general survey of the gymnosperms with a detailed study of the conifers. The greater portion of the time will be given to the study of the life history and structure of some common seed plant.

Second semester. 3 *hours.*

III. FUNGOUS DISEASES OF PLANTS.

A critical study of the more common diseases due to fungi, with special reference to those affecting field, orchard and garden crops. Culture of available forms will be carried on in the laboratory. The common methods of combatting the same will be considered.

Offered in 1914-15.

First semester. 2 *hours.*

IV. ECOLOGY.

Adaptation of the plant to its environment and its relatives. The functions of the various parts of the plant are studied with special reference to their environment and the influence of the latter upon the plant as a whole. In order that a better understanding of these relations be secured, work will be carried on as much as possible in the field.

Offered in 1913-14.

Second semester. 3 *hours.*

V. PLANT HISTOLOGY AND PHYSIOLOGY.

Recitations and laboratory work on tissues and tissue systems in relation to their particular functions. Experimental work on the living plant.

Offered in 1913-14.

Second semester. 2 *hours.*

VI. BACTERIOLOGY.

A study of micro-organisms in their relation to farm and home economics. Lectures on the morphology and life history of bacteria with special emphasis on soil improvement, fermentation and decay, sanitation in the home and on the farm and disease. Laboratory work in the preparation of culture media, isolation of species and study of cultures.

Offered in 1914-15.

First semester. 3 *hours.*

Chemistry

PROFESSOR ONCLEY.

I. GENERAL CHEMISTRY.

This course, which is open to all college students, includes three classroom periods per week, and two laboratory periods per week throughout both semesters of the college year. It is designed both to meet the needs of those that devote but one year to the study of chemistry and also to serve as a suitable basis for future work in the case of students who pursue the subject further. During the first semester, the work deals with the general principles of the science and a study in non-metallic elements. Considerable attention is also given to the theory of electrolytic dissociation.

The work of the second semester is devoted mainly to a study of the metallic elements and their compounds in connection with the periodic law and an introduction to the principles of qualitative analysis.

Open to Freshmen.

Prerequisites for all other courses in Chemistry.

First and second semesters. 5 *hours.*

II. QUALITATIVE ANALYSIS.

The work in this course begins with a laboratory investigation of solubilities of different salts of the metals. On the basis of these solubilities, the metals are "grouped," and these groups studied as to their details and their relations to each other. The analytical work consists first of solutions containing metals of one or more groups, and, after a preliminary study of the acid radicals and their reactions, takes up analysis of solids; including mixtures of increasing complexity.

Prerequisite Chemistry I .

First semester. 4 *hours.*

III. QUANTITATIVE ANALYSIS.

This course aims both to familiarize the student with the fundamental principles of gravimetric and volumetric analysis, and to lead him to acquire at least a measure of manipulative skill in the application of these principles as exemplified in the making of various determinations and also some complete analyses, these including both such as are of especial theoretical significance and also some that are especially of technical importance.

Prerequisite Chemistry II.

Second semester. 4 *hours.*

IV. ORGANIC CHEMISTRY.

This course is an "introduction to the compounds of carbon," aiming to acquaint the student with the various classes; and also to acquaint him with laboratory methods in the preparation, separation, and purification of such compounds.

Prerequisite Chemistry I.

Second semester. 4 *hours.*

V. AGRICULTURAL CHEMICAL ANALYSIS (Quantitative.)

This course is largely a "laboratory course," dealing with the fundamental methods of Agricultural Analysis as carried out in the American Experiment Stations, and as exemplified by a few typical examples such as analysis of dairy products, of feeding materials, of fertilizers and of soils.

Prerequisite Chemistry III.

Second semester. 4 *hours.*

Debate and Public Speaking

KATHRYN ALLEN CARTER.

Courses in Debate and Public Speaking are in charge of the Department of Oratory. For tuition charges for these courses, see page 72.

PRACTICAL PUBLIC SPEAKING.

(A). Offers the maximum of practical training with the minimum of theory through the analysis and interpretation of great orations and actual practice in their oral presentation.

First semester. 2 *hours.*

(B). A continuation of (A).

Presents a thorough study of the principles involved in the construction of the oration, including critical analysis—a preparation of subject matter, phychological aspects—personality—the relation between speaker and auditor, etc. Practical work is required in the preparation of speeches of welcome, eulogy, and farewell—addresses for public and political occasions—addresses upon social and economic problems—after dinner speeches, etc. In addition, one original oration of not less than one thousand nor more than fifteen hundred words is required.

Second semester. 2 *hours.*

ARGUMENTATION AND DEBATING.

These courses aim to cultivate the power to think clearly, methodically, and logically; to form quickly effective ideas, and to present them in a convincing manner; in brief, to make plain and usable to the student the science of debating.

(A). Principles of Argumentation and Brief Drawing.

Presents a thorough study of the principles of Argumentation and Debating and actual training in the preparation of briefs for debate upon assigned subjects.

First semester. 2 *hours.*

(B). The Technique of Debating.

A continuation of Course (A). Deals with the technique of debating—the marshalling of evidence—the consideration of the admissability and worth of various kinds of evidence—inductive and deductive argument—fallacies—principles and qualities of style—persuasion—arousing the emotions—appealing to the intellect—platform deportment—the ethics of debating, etc. Practical application of the oretical instruction is gained through actual classroom debates upon current problems.

Second semester. 2 *hours.*

Education

PROFESSOR BENNETT

I. HISTORY OF EDUCATION.

This embraces a study of the educational systems of Oriental nations; Greek and Roman education; Christian education; the

Renaissance; the rise of universities. It lays especial stress upon the worth of educational doctrines as advanced by leaders in educational reform.

Open to Freshmen.
First Semester;

II. SCHOOL MANAGEMENT.

This course includes the study of the meaning and function of the school; its organization and equipment; the teacher,—his personal, scholastic, moral and legal qualifications. The teacher's responsibility, work and rewards. A discussion of the classification, examination and promotion of pupils; the program; motives and incentives; methods and government, control and punishment; care of the school plant; co-operative plans.

Open to Freshmen.
Second semester 1913-14. 2 *hours.*

III. PRINCIPLES OF EDUCATION.

This course contemplates a study of the principles underlying physical, intellectual and moral education. Bolton's *Principles of Education* is used as the text.

Open to Juniors or Seniors.
Second Semester. 5 *hours.*

IV. SCHOOL ADMINISTRATION.

The function, organization and promotion of secondary education are thoroughly discussed. The relation and co-operation between superintendent, principal, supervisor, teacher, pupil and parent and school-board studied. Hollister's *High School Administration* or Perry's *Outline of School Administration.*

Open to Sophomores.
First semester 1914-15. 3 *hours.*

V. SCHOOL HYGIENE.

This is a thorough and systematic study of school architecture; the situation, heating, lighting, seating, ventilation and sanitation of school-houses; the hygiene of study and instruction; fatigue; children's diseases; inspection and the treatment of defectives; emergencies.

Open to Freshmen.
Summer School. 2 *hours.*

VI. HISTORY OF EDUCATION IN THE UNITED STATES.

This course is a study of the American Public School system, with special reference to the development and growth of secondary schools. Dexter's text is used.

Open to Juniors and Seniors.
First semester. 2 *hours.*

VII. SECONDARY SCHOOL METHODS.

This course includes a study of the educational value, correlation and methods of presentation of the high school studies. DeGarmo's *Principles of Secondary Education* is used as the text.

Open to Juniors and Seniors.

First semester. 2 *hours.*

VIII. THE PHILOSOPHY OF EDUCATION.

This course contemplates a critical study of the nature of the mind; the end, aims and limits of education; the subjective and the objective means in the process.

Open to Juniors and Seniors.

Second semester. 2 *hours.*

IX. SEMINAR IN EDUCATION.

Open to Seniors.

Throughout the year. 2 *hours.*

Course XII. in Latin, Course VII. in German, Courses I., II. and III. in Philosophy, and all courses in Psychology may be included in a major in Education.

English Language and Literature

PROFESSOR NICHOLS.

*I. RHETORIC.

A review of rhetorical theory and the analysis of prose selections. Special study of the paragraph. Papers in description, narration, exposition and argumentation.

Required of freshmen.

Throughout the year. 2 *hours.*

II. LITERARY MASTERPIECES.

This course is planned to give opportunity for the study of representative classics of the following types: The Shakespearean drama, the modern drama, the novel, the short story, the narrative poem, the lyric.

Elective for freshmen.

Throughout the year. 2 *hours.*

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* All freshmen will be assigned to this course. At the close of the first month, those whose work is notably deficient in regard to spelling, punctuation and knowledge of grammar will be required to take one hour per week of additional work in review until, in the judgment of the instructor, the deficiency is removed.

III. CHAUCER.

Eight of the Canterbury Tales are read in the class with the purpose of giving an intelligent appreciation of Chaucer and his age. Outside reading and text upon the social life of the period.

First semester, 1913-14. 3 *hours.*
Not given in 1914-15.

IV. THE NOVEL.

The novel is studied with respect both to its historical development and to its structure, scope, and influence as a literary *genre.* Scott, Thackeray, Eliot, Dickens, Meredith, Hardy, Hawthorne and several contemporary novelists are read. Entrance by permission.

Second semester, 1913-14. 3 *hours.*
Not given in 1914-15.

V. THE ESSAY.

Text and outside reading with recitations on both. The course will deal with Ascham, Bacon, Milton, Addison, Carlyle, Macaulay, Newman, Ruskin, Pater, and Matthew Arnold. Attention will also be given to the nature of the essay, and to its various types.

First semester, 1914-15. 2 *hours.*
Not given in 1913-14.

VI. THE SHORT-STORY.

An endeavor is made to place the short-story and a close study of its distinguishing characteristics is undertaken with this purpose in view. An original short story is required.

First semester, 1913-14. 2 *hours.*

VII. AMERICAN LITERATURE.

The aim of this course will be to discover, from a comparison of American fiction, orations, essays, and poems of varying date, the developments which have taken place in the American home, in American education, the pulpit, press, stage, industry, and social usage.

Second semester, 1913-14. 2 *hours.*
Not given in 1914-15.

VIII. CONTEMPORARY DRAMA.

A brief review of the drama from Sheridan to Bulwer-Lytton will be followed by closer study of the principal nineteenth century dramatists, with attention to continental influences. Ibsen, Rostand, Maeterlinck, Pinero, Jones, Yeats, Phillips, and others will be studied and an attempt will be made to discover the present tendencies of the drama.

First semester, 1914-15. 3 *hours.*
Not given in 1913-14.

IX. THE AGE OF ROMANTICISM.

Cowper, Burns, Scott, Wordsworth, Coleridge, Byron, Shelley, Keats and Moore are read; the influence of the French Revolution; the attitude of these poets toward nature, their love for the picturesque and their manner of expression, are some of the points taken up for discussion.

Second semester, 1914-15. 3 *hours.*
Not given in 1913-14.

*X. VICTORIAN POETRY.

A careful inquiry is made into the nature and origin of Victorian poetry. This is followed by a critical study of Tennyson and Arnold.

First semester 1913-14. 3 *hours.*
Not given in 1914-15. Senior-Junior elective.

*XI. INTERPRETATION OF LITERATURE AND ART.

The first weeks of the course are given to a discussion of critical principles. These principles are then applied to the appreciation and interpretation of specimens of literature and art. Special emphasis will be placed upon the work of Browning and upon that of the Rosetti's, Morris, and Swinburne, in connection with Pre-Raphaelite pictorial art and Ruskin's attitude toward Pre-Raphaelitism.

Second semester, 1913-14. 3 *hours.*
Not given in 1914-15. Senior-Junior elective.

XII. SHAKESPEARE.

All of Shakespeare's writings are read by the student; some fifteen of the plays, representative of types, are carefully studied in class; interpretative lectures are given by the instructor.

Second semester, 1914-15. 3 *hours.*
Not given in 1913-14. Senior-Junior elective.

*Students electing English X and XI should have also Philosophy III.

French

PROFESSOR WERNER.

I. The object of the work of the first year is to give the student a knowledge of the essentials of grammar, fluency in pronunciation and proficiency in translation.

Daily written work is required.

(a) Grammar—Thieme and Effinger.
Reading—Guerber's *Contes et Legendes.*
Halevy's *L'Abbè Constantin.*
First semester. 4 *hours.*

(b) Grammar—Thieme and Effinger.
Reading—Daudet's *Le Petit Chose.*
Malot's *Sans Famille.*
Second semester. 4 *hours.*

II. The aim of this course is especially to impart the facility of reading.

Selections will be made from the following:

(a) Merimee's *Colomba.*
La Brete's *Mon Oncle et Mon Curè.*
Erckmann. Chatrian. Madame Therese.
Sand's *La Mare au Diable.*
First semester. 3 *hours.*

(b) Chateaubriand's *Atala.*
Bazin's *Les Oberle.*
Loti's *Peucheur d'Islande.*
Lamartine's *Jeanne d'Arc.*
Taine's *Ancien Regime,* and other works of similar character.
Second semester. 3 *hours.*

Geology

PROFESSOR ONCLEY.

I. (a) GENERAL GEOLOGY.

This course takes up a study of the materials, agents, and processes involved in the development of the earth's present features and includes two hours per week of class work or field trips, for which the location of the University is especially advantageous; and two periods (of two hours each) per week in the laboratory, in which work a large part of the time is devoted to the study and identification of minerals and rocks on the basis of both physical and chemical characteristics.

(b) HISTORICAL GEOLOGY.

This course is a study of the evolution of the earth and its life, both plant and animal. The plan of the work is the same as in course (a), with the exception that the laboratory work consists largely of a study, and later the identification, of a few of the more characeristic fossils from the various horizons.

Prerequisites: General Chemistry and General Zoology.
Given in alternate years. This course will be offered in 1914-15.
First and second semesters. 4 *hours.*

German Language and Literature

PROFESSOR WERNER.

The aim of the department in the work of the first year is to give the student a thorough knowledge of the fundamental principles of the German language, to acquire an extended vocabulary and a proper pronunciation, as well as to get the student interested in the spirit and character of German literature.

During the second, third and fourth year the best works of noted authors are read. The purpose of the advanced courses offered is to give the student a general view of German literature.

The different periods—Storm ,and Stress, Classical, Romantic Young-Germany, and the Naturalistic—will be treated in lectures.

The following courses are offered:

I. ELEMENTARY GERMAN.

This work comprises careful drill upon the elements of grammar, with especial stress laid upon the acquisition of a good working vocabulary.

In order that the student may acquire the ability to understand the spoken German, the work of the teacher and student in the classroom is carried on in German as far as practicable. Special attention is given to colloquial, every-day German as the student will hear it spoken by the German-American.

(a) Grammar. Kayser and Monteser.
Reading of easy stories and texts.
First semester. 4 *hours.*

(b) Grammar. Kayser and Monteser.
Reading. Storm's *Immensee.*
Hillern's *Höher als die Kirche.*
Second semester. 4 *hours.*

II. INTERMEDIATE GERMAN.

(a) This course comprises a review of the grammar as well as a careful application of it. Sight translation. Reading of simple literature.

Texts will be chossn from the following:

Das Edle Blut, Der Letzte, Der Neid, Der Fluch, Der Schönheit, Burg Neideck, In St. Jürgen, Eigensinn, Die Schildbürger, Einer Musz Heiraten, Fritz Auf Ferien, or equivalents.

First semester. 3 *hours.*

(b) A continuation of the work of the first semester. Practice in speaking easy idiomatic German as well as telling and writing easy stories.

Selections will be made from the following:

Es War Einmal, Schwiegersohn, Brigitta, Journalisten, Soll Und Haben, Der Zerbrochene Krug, Freiherrn Von Gemperlein, Krambambali, Pole Poppenspaeler, Willkommen in Deutschland, Der Prozess, Unter Vier Augen, or equivalents.

Second semester. 3 *hours.*

Students taking this Course are required to take Course III.

III. INTERMEDIATE GERMAN COMPOSITION.

This Course is combined with Course II but may be taken by more advanced students as a review of the grammar.

Open to students who have completed Course I.

First semester. 1 hour.

Second semester. 1 *hour.*

IV. DRAMA COURSE.

An introduction to the classical period of German Literature. The biographies and literary relations of the authors are studied.

(a) Lessing's *Minna von Barnhelm.* Schiller's *Wilhelm Tell.* Goethe's *Hermann und Dorothea,* and *Dichtung and Wahrheit.*

First semester. 3 *hours.*

(b) Poetry of the classical period, Ballads, lyrics, etc., will be selected from the poems of Gleim, Hagedorn, Bürger, Klopstock, Schiller and Goethe.

Second semester. 3 *hours.*

V. GOETHE AND SCHILLER.

This course is intended to comprise an intensive study of some of the best works of Goethe and Schiller. A study of their lives, the social, political and literary conditions and their relations to their contemporaries will be presented in the form of lectures and discussions of papers based on the assigned readings.

(a) Goethe.

First semester. 3 *hours.*

(b) Schiller.

Second semester. 3 *hours.*

VI. MODERN GERMAN LITERATURE.

(a) The drama in the nineteenth century under the influence of Romanticism and the *Young-Germany* period. Representative works of Grillparzer, H. von Kleist, Hebbel, Heine, Gutzkow, etc., will be read. Written reports required.

First semester. 3 *hours.*

(b) Representative works of Hauptmann, Sudermann, Wildenbruch, Fulda, Ernst and others will be studied.

Second semester. 3 *hours.*

VII. HISTORY OF GERMAN LITERATURE.

The object of this course is to give a general survey of the development of German literature from the earliest times to the present. The text-book is supplemented by lectures and reports of students on assigned readings from Hetner's *Litteraturgeschichte*, Scherer's *Geschichte der Deutschen Litteratur*, Francke's *History of German Literature as determined by Social Forces.*

Open to Juniors and Seniors.

Not offered in 1913-14.

Throughout the year. 2 *hours.*

VIII. TEACHER'S COURSE.

This course is arranged for third and fourth year students who intend to teach German. The needs of teachers in secondary schools will be given special consideration. A thorough study is made of the main difficulties of pronunciation and grammar. The most important methods of modern language instruction are discussed, text books selected and carefully studied. The student will be given opportunity for observation and practice work.

The first part of the semester is devoted to a thorough review of grammar.

Not offered in 1913-14.

Second semester. 2 *hours.*

Greek

PROFESSOR McINTOSH

Students entering without Greek may pursue Courses A, B, C, and D, as outlined under the academy courses and receive credit therein, thus preparing them to pursue the more advanced courses of the College.

I. INTRODUCTION TO TRAGEDY.

The tragedies selected for study for 1913-14 are the *Alcestis of Euripides* and the *Antigone of Sophocles.* The history and development of Greek tragedy and a brief survey of the history of Greek Literature will form a part of the course.

Offered 1913-14.

First semester. 3 *hours.*

II. HERODOTUS AND THUCYDIDES.

Selections from Herodotus and Thucydides will be read, and the history of the periods covered will receive special attention.

Offered 1913-14.

Second semester. 3 *hours.*

III. GREEK COMEDY.

Two or more plays of Aristophanes will be critically studied by the class, and others will be rapidly read by the instructor. A study of the origin and development of Greek comedy will form part of this course.

Not offered in 1913-14.

First semester. 3 *hours.*

IV. AESCHYLUS.

A study of two or more plays. Lectures upon the history and development of Greek Tragedy.

Not offered in 1913-14.

Second semester. 3 *hours.*

V. SOPHOCLES.

A study of two or more plays with rapid reading of others.

Not offered in 1913-14.

First semester. 3 *hours.*

VI. NEW TESTAMENT.

This is designed primarily as a rapid reading course in New Testament. Selections from the Gospels and Epistles will be read.

Not offered in 1913-14.

Second semester. 3 *hours.*

History

PROFESSOR ALDERSON.

I. MEDIEVAL HISTORY.

The history of Europe from the disintegration of the Roman Empire to the close of the fifteenth century. The Germans; the Church and its influence; Charlemagne; feudalism; the crusaders; rise of modern nations; revival of learning; the reformation. Text-book and collateral reading.

Open to Freshmen.

Given in 1914-15.

Throughout the year. 3 *hours.*

II. MODERN EUROPEAN HISTORY.

Europe from the opening of the French Revolution to the present day. The development of institutions and international relations during the French Revolution and the Napoleonic period; the restoration; the struggle for constitutional government and rights of nationality;

the eastern question; the expansion of Europe; the Far East. The text is Robinson and Beard. Collateral reading is required.

Open to Freshmen. Given in 1913-14.

Course I or II prerequisite to all elective courses.

Throughout the year. 3 *hours.*

III. GREEK HISTORY.

The study of the development and character of Greek civilization. The early city states; the Persian wars; formation of the Athenian Empire; the struggle for supremacy; the rise of Macedonia. Bury's History of Greece.

Given in 1913-14.

First semester. 2 *hours.*

IV. ROMAN HISTORY.

History of the Roman Republic and the Empire. The growth of Rome; economic and social problems; failure of reform measures; overthrow of the republic; the early emperors; spread of Christianity; the Germans; disintegration. Abbott's Roman History and Roman Institutions. Collateral reading.

Given in 1913-14.

Second semester. 2 *hours.*

V. ENGLISH HISTORY.

The object of the course is to trace the origin and development of Anglo-Saxon institutions. Early political organizations; the Norman Conquests; origin and growth of Parliament; monarchy under the Tudors; the struggle with the Stuarts; reforms of the nineteenth century; the British Empire. Text-book, lectures, and required reading.

Given in 1914-15.

Throughout the year. 3 *hours.*

VI. THE AMERICAN REVOLUTION.

The course deals with social, political, and constitutional questions. The British imperial system; causes of the American revolt; growth toward independence and union; dissolution of the Confederation. Establishment of a national government. Text-book and required reading.

Given in 1913-14.

First semester. 3 *hours.*

VII. THE SLAVERY STRUGGLE.

The plantation system; anti-slavery agitation; slavery in the territories; secession; the Civil War; theories and process of reconstruction; the amendments; the New South; the race problem. Lectures and collateral reading.

Given in 1913-14.

Second semester. 3 *hours.*

VIII. HISTORY OF THE WEST.

A course dealing with the growth of the West. Migration to the West; frontier life and ideals; the formation of new communities; the public land system; internal improvements. Lectures and collateral reading.

Given in 1914-15.

Second semester. 2 *hours.*

IX. POLITICAL PARTIES.

A study of the organization of modern political parties in the United States. Growth of the party system; party organization; analysis of platforms; third party movements and their effect. For this course a knowledge of our political history is required.

Given in 1914-15.

First semester. 2 *hours.*

X. AMERICAN STATESMEN.

A study of the men who have made our history; lives, services, and public relations. Students wishing to take this work must have completed Courses VI and VII.

Given in 1913-14.

First semester. 2 *hours.*

XI. DIPLOMATIC HISTORY OF THE UNtIED StAtES.

A study of the actual negotiations between the United States and other countries from the close of the Revolution. Commercial treaties; Monroe Doctrine; the diplomacy of expansion; Civil War; transportation routes; the United States in the Far East.

Given in 1913-14.

Second semester. 2 *hours.*

XII. HISTORY SEMINARY.

This work consists of individual research on selected topics in American history. The results of investigation are presented in reports. In 1911-12, the topic for investigation was the formation, workings, interpretations and results of the Kansas-Nebraska Act.

Given in 1913-14.

Throughout the year. 1 *hour.*

Latin

PROFESSOR McINTOSH

The purpose of the department is to give students, who major in Latin, a comprehensive view of the Latin language and literature, and to familiarize them with the history, manners and customs of the

Roman people. The intelligent enjoyment of the masterpieces of Latin literature is the constant endeavor.

Four year units are required of students who desire to enter Latin I. This work should be Latin Grammar (1); Cæsar, four books (1); Cicero, 6 orations (1); Virgil, 6 books (1).

I. CICERO AND PLAUTUS.

(a) Cicero. De Senectute. Plautus. Menæchmi. Reading, translation and a review of inflections and syntax.

First semester. 3 *hours.*

(b) Prose composition. Translation into Latin of connected passages of English, and a study of Latin style.

First semester. 1 *hour.*

II. HORACE AND LIVY.

(a) Horace: Selections from Odes and Epodes. Livy: Selections from Books I, XXI and XXII. In the first part of the course special attention is given to metrical reading, translation (oral and written) and a study of the literary forms. In connection with the reading of Livy the history of the periods covered will receive special attention.

Second semester. 3 *hours.*

(b) Prose Composition. A continuation of I., b.

Second semester. 1 *hour.*

Courses I and II are offered each year, and are prerequisites to any of the succeeding courses.

III. PLINY AND MARTIAL.

Pliny. Selected Letters. Martial. Selected Epigrams. In connection with this course the life and manners of the Roman people during the Early Empire will be studied, and the students will prepare papers upon subjects relating thereto.

Offered in 1913-14.

Open to all who have completed Courses I and II.

First semester. 3 *hours.*

IV. ROMAN SATIRE.

A study of the origin, history and development of Roman satire. Selections from the *Satires* and *Epistles of Horace* and the *Satires of Juvonal* will be read by the class. Each member of the class will be assigned some reading outside of the regular work to translate in the class.

Not offered in 1913-14.

Second semester. 3 *hours.*

V. THE MINOR WORKS OF TACITUS.

The Agricola, Germania and Dialogus will be read and carefully studied as to subject matter and literary form. The Agricola will be studied from the standpoint of encomiastic literature. Cæsar's

account of the Germans will be compared with that of Tacitus as found in the Germania. The development and decline of Roman oratory will be considered in connection with the Dialogus.

Not offered in 1913-14.

Second semester. 3 *hours.*

VI. ELEGAIC POETRY.

Catullus, Propertius and Tibullus. A rapid reading course in which the major part of the poems of the above mentioned authors will be read. Practice in metrical reading and a study of literary form.

Not offered in 1913-14.

Second semester 3 *hours.*

VII. ROMAN DRAMA.

Plautus, Terence and Seneca. One or more plays of each will be read, and the origin and development of the drama studied.

Offered in 1913-14.

Second semester. 3 *hours.*

VIII. RAPID READING COURSE.

Selections will be read from authors of all periods from the earliest to the latest, the aim being to acquaint the student with a large number of minor Latin authors. This course will also serve as the basis for a systematic study of Roman literature.

Not offered in 1913-14.

Second semester. 3 *hours.*

IX. ROMAN EPIGRAPHY.

Egbert's *Latin Inscriptions* will be the text studied, supplemented with other materials. A familiarity with the Corpus, ability to read the inscriptions and a conception of the importance and significance of Epigraphy will be the purpose of the course.

Not given in 1913-14.

First semester. 3 *hours.*

X. ROMAN PRIVATE LIFE.

This course is open to all college students, and while any of the preceding courses will be of great benefit, none of them is a prerequisite of this course. A systematic study of the manners and customs of the Romans is the purpose of the course, and the lectures of the instructor will be supplemented by numerous reports and papers from members of the class. This course will be especially helpful to students who are preparing themselves to teach Latin.

Not given in 1913-14.

Second semester. 2 *hours.*

XI. ROMAN HISTORY.

Students majoring in Latin may apply the course in Roman History offered by the department of History toward their required hours for a major. For a description of the course see History department Course IV.

XII. TEACHERS' TRAINING COURSE IN LATIN.

This course is designed especially for those who intend to teach Latin. Courses I and II are a prerequisite. The history of Classical Philology, its scope and aim are briefly sketched. Some beginner's book is carefully studied, then parts of Cæsar, Cicero, and Virgil are read. The viewpoint of the teacher in the secondary school is constantly kept in mind, and the difficulties in the teaching of these subjects are discussed. Actual practice in teaching under supervision of the instructor also forms part of the work.

Not offered in 1913-14.

Second semester. 2 *hours.*

Mathematics and Astronomy

PROFESSOR SIMONSON.

I. PLANE AND SPHERICAL TRIGONOMETRY.

The trigonometric functions, trigonometric formulæ, equations involving trigonometric functions, the use of logarithms in trigonometrical calculations, and the solution of plane and spherical triangles.

Open to Freshmen.

Prerequisite to courses 4, 5, 6, 8 and 12.

First semester. 5 *hours.*

II. COLLEGE ALGEBRA.

Review of radicals, imaginaries, and quadratics, convergency and divergency of series, undetermined co-efficients and partial fractions, the binomial theorem, and logarithms.

Prerequisite to courses 5 and 6.

First semester. 4 *hours.*

III. THEORY OF EQUATIONS.

General properties of equations; graphical representation of equations, methods of finding the real roots of higher degree equations.

Given by special arrangement. 4 *hours.*

IV. ANALYTICS.

The rectilinear and polar co-ordinate systems, equations of the first and second degrees, some of the higher plane loci, and the elements of solid analytics.

Open to those who have had Course I.
Prerequisite to courses 5 and 6.
Second semester. 4 *hours.*

V. DIFFERENTIAL CALCULUS.

Differentiation of algebraic and transcendental functions, expansion of functions, elusive forms, direction of curvature, maxima and minima of functions of one and of two variables.
First semester. 5 *hours.*

VI. INTEGRAL CALCULUS.

This course is continuous with 5, and includes elementary forms of integration, integration of rational fractions, integration by parts, trigonometic integrals, integration as a summation, definite integrals, application of integration to plane curves, moments of inertia, surfaces and volumes.
Second semester 5 *hours.*

VII. LAND SURVEYING.

Theory, use of instruments, field work, and platting.
Open to those who have had Course I.
Throughout the year. 2 *hours.*

VIII. GENERAL ASTRONOMY.

The treatment is mainly descriptive, being designed for the general student of astronomy. Young's *Manual of Astronomy* is the text used.
Open to those who have had Course I and an elementary course in physics.
Second semester. 4 *hours.*

Courses 1, 2, 4, 5, and 6 should be included in a major in the department.

Music

Courses in the School of Music, described on page 63 as Harmony, General Theory and History of Music, are open to College students as well as to students in the School of Music. Full College credit is given for them. For description of courses, see page 61. For tuition charges see page 95.

Graduates of the School of Music who are matriculates in the College of Liberal Arts are given 8 semester hours of credit. These credits are inclusive of the courses in Harmony, Theory and History of Music.

Oratory

Students in the Department of Liberal Arts wishing to elect work in the School of Oratory are granted credit for such work to the extent of 8 semester hours. For description of courses, see page 68. For tuition charges, see page 96.

Philosophy

PROFESSOR PARKER.

I. ETHICS.

Attention is given to both subjective and objective phases. Study is made of the genesis of the moral aspiration, of the individual response to the sense of duty and basliar inspiration of virtue, with examination of historic systems and realization in religious and political institutions, including the relations of the subject to present-day problems of sociology, political economy and state craft.

The txet-book is Dewey and Tuft's *Ethics* with readings from Rand's *Classical Moralists* and Martineau's *Types of Ethical Theory.*

Open to Juniors and Seniors.
Given in 1913-14.
Second semester. 2 *hours.*

II LOGIC.

Consideration of the laws and formulas of discursive thought, with requisite training in definition of terms, forms and statements of propositions, implications of extension and intension, and moods and figures of the syllogism.

Ievons' *Hill's Elements of Logic* or Creighton's *Introductory Logic,* with reference to Hibben's *Inductive Logic.* For the study of the pedagogical relations of the subject use will be made of Taylor's *Elementary Logic.*

Open to Juniors and Seniors.
Given in 1914-15.
First semester. 4 *hours.*

III. HISTORY OF PHILOSOPHY.

Tracing of the development of principal forms of philosophy as the expressions of notable leaders and schools, with especial emphasis upon those which antedate and prophesy modern movement and tenets. The recent contributions of the physical and biological science in philosophy are considered, and the implications of various forms of constructive and interpretative thought in relation to religion are fully discussed. The works of Rogers, Stuckenberg and Falckenberg are used for the record of controversy or development, and the

student is introduced to the study of recent and special or ancient and recurring phases by the use of Hibben's *Problems of Philosophy*.

Open to Juniors and Seniors.
Given in 1913-14.
First semester. 4 *hours.*

IV. PHILOSOPHY SEMINAR.

Research, reports, class readings and discussions.
Given in 1913-14.
Second semester. 2 *hours.*

V. THEISM.

The various forms of theistic argument are examined and their relative bearing and worth carefully canvassed. Reading of history and study of the forms of thought that have from time to time occupied the minds of thinkers.

Bowne's *Theism* is used as the basis of recitation and discussion.
Open to Juniors and Seniors.
Given in 1914-15.
First semester. 4 *hours.*

Physics

PROFESSOR ONCLEY.

I. GENERAL PHYSICS.

This course aims to acquaint the student with the fundamental principles of the science and with some of their technical and industrial applications. While many of the phenomena studied are the same as have been taken up in the Academy Course, they are here taken up from a more advanced viewpoint. This course aims to bring out more strongly the essential unity of the subject, deals much more extensively with its mathematical phases and demands a greater accuracy on the part of the student, both in observation and measurement, and also in his thinking; aiming to lead him more extensively and thoroughly into a habit of accurate deduction and logical thinking. The course runs through the two semesters, there being two class-room periods and one laboratory period (of two hours) per week. The first semester's work is given entirely to Mechanics and Heat, while during the second semester the divisions taken up are Sound, Magnetism and Electricity, and Light.

Open to Sophomores.
Prerequisite: Physics A and Trigonometry.
First and second semesters. 3 *hours.*

Political and Social Science

PROFESSOR DICKMAN

I. POLITICAL ECONOMY.

A general course in the principles of Political Economy, carried on by recitation and seminar work. The object sought in this course is a thorough knowledge of the economic laws governing the Production and Distribution of Wealth. Francis A. Walker's advanced work is used as a guide. This is the fundamental course in the Department and is a prerequisite for all other courses except those in Politics and Sociology.

Open to Sophomores and Juniors.

First semester. 3 *hours.*

II. ECONOMIC PROBLEMS.

A course in economic theories and present economic problems. This course gives special attention to the industrial problems of the present time; the relations of Labor and Capital; economic governmental functions, and present tendencies in economic thought.

Open to Sophomores and Juniors.

Second semester. 4 *hours.*

III. SOCIOLOGY.

An introductory course in the study of Sociology. In this course the aim is to give the student a correct view of the development of organic society. Social growth is studied as it has advanced from savagery to the highest types of Christian civilization, tracing the people in their evolution from the horde through the clan, the tribe, the monarchy, to the modern democracy.

Not open to Freshmen. Prerequisite for Course IV.

First semester. 4 *hours*

IV. STATISTICS AND SOCIOLOGY.

A statistical investigation of the phenomena of Sociology, calculated to establish or disprove the theories of these subjects as found in different authors. Demographic, Ethnographic and Social phenomena are thoroughly studied.

Not open to Freshmen.

Second semester. 3 *hours.*

V. AMERICAN COMMONWEALTH.

In this course Bryce's *American Commonwealth* is used as a text. It includes a thorough discussion of the political and social institutions of the National and State Governments, and the Political Party

System of the United States. A course intended to prepare young men and women for good citizenship.

Open to Juniors and Seniors.
1913-14 and alternate years.
First semester. 4 *hours.*

VI. SCIENCE OF FINANCE.

This course embraces a comparative and critical study of Government Expenditures and Revenues, a thorough discussion of the various theories and forms of taxation, and a study of the effects and significance of modern public credit as portrayed in our enormous public debt.

Open to Juniors and Seniors.
1913-14 and alternate years.
Second semester. 4 *hours.*

VII. FINANCIAL HISTORY.

In this course the following subjects are carefully studied and discussed: Colonial Finance; Coinage System of the United States; Federal Tariff Legislation; State and National Banking Systems; Financial Legislation of the Civil War Period; the Free Coinage Struggle; the National Debt, and other kindred topics.

Open to Juniors and Seniors.
1913-14 and alternate years.
First semester. 3 *hours.*

VIII. CONSTITUTIONAL LAW.

A comparative study of the Constitutions of England, Germany, France, and the United States. The discovery of the fundamental principles of public law common to all is the aim of the study.

Open to Juniors and Seniors.
1914-15 and alternate years.
First semester. 4 *hours.*

IX. INTERNATIONAL LAW.

This course treats of the general principles of International Law as it has been developed by treaties, agreements and usages of the civilized nations as shown in legislation, court decisions. and in the conduct of these nations.

Open to Juniors and Seniors.
1914-15 and alternate years.
Second semester. 4 *hours.*

X. LABOR PROBLEMS.

An investigation of the problems growing out of the wage system and labor organizations, together with a study of the labor move-

ment in the United States and the laws and court decisions affecting organized labor.

Open to Juniors and Seniors.
1914-15 and alternate years.
First semester. 3 *hours.*

XI. SEMINAR IN MONEY, MONOPOLIES AND SOCIALISM.

This course consists of individual investigations and reports by the students under the direction of the instructor.

Open to Juniors and Seniors.
Second semester. 3 *hours.*

Psychology

PROFESSOR BENNETT

I. GENERAL PSYCHOLOGY.

This course is required of all students who are specializing in education. It consists of a study of the fundamental facts of human consciousness. Text-book study, lectures, reports, experimental and demonstrational work, special assignments and class discussions.

Open to Sophomores.
Throughout the year. 3 *hours.*

II. GENETIC PSYCHOLOGY.

This course is intended as a study of the genesis of consciousness, together with a systematic study of child growth and development; sensory-motor, representative and intellectual stages of growth and culture; the problems of adolescence.

Free elective.
Summer School. 2 *hours.*

III. EDUCATIONAL PSYCHOLOGY.

The pedagogical significance of the facts of psychology is the intent of this course. The psychology of learning, study, habit, memorization, drill and related themes. Course I a prerequisite.

Open to Juniors and Seniors.
First semester. 2 *hours.*

IV. PSYCHOLOGY OF CONDUCT.

The study of animal and of human behavior; the anatomical and physiological basis; tropism; the evolution and function of the nervous system; instinct; consciousness; intelligence; personality; the factors of social evolution.

Open to Juniors and Seniors 3 *hours.*

Religion

PROFESSOR PARKER

I. PSYCHOLOGY OF RELIGION.

The Psychological relations of the concepts, phenomena and problems which are evoked in the study of the origin of religion, varieties of religious belief, revelation, prayer, conversion, sacred books and ceremonies, mystical experiences, etc., are discussed with the constant aim to adapt all instruction to the ends of utility for the Christian worker, both lay and clerical.

Ames' *Psychology of Religious Experience*, with references to James' *Varieties of Religious Experience* and wide readings.

Open to Sophomores, Juniors and Seniors.

Given in 1913-14.

First semester. 4 *hours.*

II. CHRISTIAN EVIDENCES.

Fisher's *Grounds of Theistic and Christian Belief* is the text-book used, with other and extensive reading and individual research with preparation of theses.

Open to Juniors and Seniors.

Given in 1914-15.

Second semester. 4 *hours.*

III. BIBLE LITERATURE.

The literary study of the Bible is an essential key to its meaning. The purport and purpose of Scripture is often most readily and correctly interpretable through study and observance of the form. Whether the text be history, poem, proverb or oration must be determined before spirit and content can be understood. Moulton's *Literary Study of the Bible* is the text, with due attention to analysis of selected portions of the varied forms.

Open to Juniors and Seniors.

Given in 1914-15.

Second semester. 4 *hours.*

I. OLD TESTAMENT.

IV. The first books of the Bible are studied as to their historic content and also as to their structure and the compilation of component parts into their present form, with notice of the distinguishing features of the principal classes of ancient manuscripts. The work of constructive criticism is indicated, but its partially tentative character is recognized, and detailed and exhaustive examination is not attempted. The individual judgment and research of the student is cultivated concerning the problems and vital bearing of the religion of the Old Testament.

Kent's *Historical Bible* is used throughout these courses. In connection with the study of the text, *Heroes and Crises of Early Hebrew History*, there are traced the fortunes and conditions as they are affected by contact with other nations, and especial consideration is given to the personalities through whom is given determinative form to the masterful religion of Israel, and the volume, *The Founders and Rulers of United Israel*, is also studied in this course.

Open to Sophomores, Juniors, and Seniors.
Given in 1913-14.
First semester. 4 *hours.*

V. From the division of the Kingdom to the Babylonian Exile, with especial reference to the influence of the prophets, with investigation of their individuality and the products of their utterances, recognizing them as models for the study of oratory, religious life, practical philanthropy and measures of reform. The same methods and processes are applied to the investigation of post-exilic Judaism relative to the history of the people, their kings and prophets, with notice of the trend of ethical movement and consideration of the analogies and applications to modern times. Two volumes, *The Kings and Prophets of Israel and Judah* and *Makers and Teachers of Israel and Judah* are used.

Open to Sophomores, Juniors and Seniors.
Given in 1913-14.
Second semseter. 4 *hours.*

II. NEW TESTAMENT.

VI. The life of Jesus is investigated in every essential aspect of its history and influence. The question of the harmony of the synoptic gospels are brought adequately to the attention of the student and are considered in the light of recent and significant research.

The effect of contact of disciples with the Man of Galilee and the successive stages of their training are emphasized.

Rhee's *Life of Jesus of Nazareth*, or *The Life and Teachings of Jesus*, by Kent of the Historical Bible Series is used as a text-book with collateral reading and study of special topics.

Open to Sophomores, Juniors, and Seniors.
Given in 1913-14.
First semester. 2 *hours.*

VII. APOSTOLIC CHURCH.

The relations of Judaism and Christianity are considered in the stages of both earlier and later growth. The lines of division are observed, points of contact and separation indicated, the character of the rupture between the new and the old is shown. The missionary

impulse is regarded in its initiation and progress.

St. Paul is studied in the light of chronological reference to his Epistles.

Purves' *The Apostolic Age* is studied, while considerable use also is made of Weaver's *The University New Testament.*

Open to Sophomores, Juniors and Seniors.

Given in 1913-14.

Second semester. 2 *hours.*

Zoology

PROFESSOR COLLETT.

I GENERAL ZOOLOGY.

The problems of Zoology are treated in such a manner as to prepare the student for more advanced courses and at the same time meet the requirements of those who wish only a general knowledge of the subject. A careful study is made of representatives of the various phyla of the animal kingdom. The types studied are so chosen as to bring out the progressive development of the animal series and at the same time to familiarize the student with members of the local fauna. Taxonomy, morphology, phylogeny, and ecology are all taken into account.

Lectures and laboratory work based on Hegner's *Zoology*, supplemented by collateral *reading and field work.*

Throughout the year. 4 *hours.*

II. ANIMAL HISTOLOGY.—PHYSIOLOGY.

A study is made of the minute structure of animal tissues. The course consists primarily of laboratory work so arranged as to give a thorough drill in histological methods as well as to bring out the details of tissue structure. The course is of especial value to those who purpose taking a medical course.

The functions of the various organs of the body are studied from a histological standpoint. The laboratory work is based upon a careful study of human tissues, about one hundred sections being available. Reference books: Foster, Hough and Sedgwick, and Piersol.

Three lectures and one laboratory period of two hours.

Second semester. 4 *hours.*

III. EMBRYOLOGY.

The study of the development of the frog or fish and the bird.

Offered in 1914-15.

First semester. 4 *hours.*

IV. COMPARATIVE ANATOMY OF VERTEBRAETES.

Offered in 1913-14.

First semester. 4 *hours.*

THE SCHOOL OF EDUCATION

ARTHUR ELLSWORTH BENNETT, A. M., Pd. D., Director.

PURPOSE

The purpose of the School of Education is to organize and direct all the forces of the College of Arts and Sciences and the special departments of Art, Music, Oratory and Commerce that may lend assistance, directly or indirectly, in the preparation of teachers and educational leaders. Its special aim is to discover young men and young women especially gifted for the profession of teaching and train them for leadership in their departments.

In connection with the Collegiate departments, the School of Education produces teachers for departments in High Schools, for the Normal Schools, Principalships and Superintendencies; in connection with the special departments of Music, Art, Oratory, and commerce, it aims to develop special teachers and supervisors in these subjects; in connection with the departments of Philosophy and Religion, to produce religious educators for Pulpits, Bible Schools and Christian Association work.

STATE TEACHERS' CERTIFICATES

According to a regulation of the State Board of Educational Examiners, graduates of the School of Education are granted, without examination, a five-year first-grade State Certificate. These certificates are given on condition that the students have completed:

(1) Psychology—six semester hours.

(2) Education—Fourteen semester hours.

(a) Principles and Science of Education. Limited to eight semester hours.

(This may include Child Study, Philosophy of Education, Philosophy of Teaching, Ethics or Psychology of Conduct.)

(b) History of Education. Limited to eight semester hours.

(This may include History of Philosophy.)

(c) General and Special Methods of Teaching. Limited to four semester hours.

This first grade State Certificate can be renewed at the end of five years after three years of successful teaching.

SPECIAL CERTIFICATE IN EDUCATION

A graduate in the School of Education will have had (1) all the requirements for the first-grade State Certificate, (2) all the requirements for the degree of Bachelor of Arts, and (3) either a major (twenty-four hours) in some one Collegiate department other than

Education, in addition to the twenty hours in Education required in (1), or an additional twenty (four) hours in the combined departments of Education, Psychology and Philosophy. In meeting this last requirement, students preparing for departmental teaching will elect their work under the guidance of the head of that department in College and those preparing for supervisory and administrative work will choose their electives under the guidance of the Director of the School of Education.

All students meeting these requirements will be given, in addition to the degree of Bachelor of Arts, a special Certificate of the School of Education. Such a certificate will be signed by the Director of the School of Education and by the head of the department where the major subject is chosen. Students may, by meeting both alternatives in (3), secure a certificate for department teaching and another for school supervision and administration. But in order to secure both, the student will probably be compelled to take more work than is required for graduation. A certificate for School supervision and administration will be granted only to those who have had one year of practical experience in the schools.

SPECIAL COURSES IN METHODS

The School of Education has arranged for special courses in methods of teaching the various subjects in our high-school curricula. These courses are given by heads of the College departments and include a critical estimate of available texts, successful methods of presenting and adapting the subject and of supplementing the text, efficient management of the class, rapid reviews of subjects included in secondary school programs, and practice-teaching by the students. For description of courses, consult the departments in the College of Liberal Arts and Sciences, pages 25-56.

COURSES

The following list of courses are required of all who graduate from the School of Education:

Prerequisites:

History of Education—Freshman year.

General Psychology—Sophomore year.

Required: Junior and Senior years:

1. History of Education in the United States.
2. Philosophy of Education, or Principles of Education.
3. Secondary School Methods, or One Special Course in Methods.
4. History of Philosophy.

From the following courses and from the above alternates not chosen, they must elect enough to aggregate fourteen hours during Junior and Senior years.

1. Genetic Psychology.
2. Educational Psychology.
3. Logic.
4. Ethics.
5. Psychology of Conduct.
6. Seminar in Education.
7. Special Methods in History and English.
8. Special Methods in Latin.
9. Special Methods in German.
10. Special Methods in Mathematics.
11. Special Methods in Science.

Other courses in the School of Education that may be elected to satisfy requirements for a major in Education:

1. Child Study.
2. School Hygiene.
3. School Administration.
4. Psychology of Religion.
5. Philosophy Seminar.
6. Normal Methods in Music.

NORMAL DEPARTMENT

I. THE NORMAL COURSE.

According to the regulations of the State Board of Educational Examiners, a certificate for two years will be granted, without examination, to graduates of the Normal Course who have had

(1) Elementary Methods—10 hours.
This includes review in Arithmetic, English, Grammar, United States History, Geography, Algebra, Elementary Science.

(2) Other work in Education—10 hours.
This includes Psychology, History of Education and may include School Management, School Administration, School Hygiene, Child Study, Plays and Games.

(3) Other Collegiate Courses—40 hours.
According to a regulation of the College and School of Education, this must include Rhetoric, 4 hours, and should include at least one year of Botany or Chemistry, one year of History, one semester of Mathematics, and one or two years of Modern Language.

(4) Candidates should, if possible, have had Drawing and Bookkeeping before entrance to College or should take them before graduating.

All students completing this work will receive a diploma, graduating them in the Normal Course of the Upper Iowa University, and are entitled to the two-year certificate of the Iowa State Board of Educational Examiners, which is renewable as a second-grade State

Certificate after two years of successful experience as a teacher, without further examination.

II. COUNTY CERTIFICATE COURSE.

Applicants for a first-grade county certificate in Iowa must be able to pass an examination in common school branches and in the four advanced subjects: Physics, Algebra, Civics and Economics. The Academy of Upper Iowa University conducts review courses in the common branches and maintains classes in Physics, Algebra, Civics and Economics.

The class in Elementary School Methods especially prepares teachers for teaching the several subjects of study of the public school by a thorough study of the best methods of teaching the common branches.

Of special interest to all teachers or prospective teachers, holding or desiring to secure County certificates, are the special Winter Courses (send for special bulletin) and the courses in Summer School (see Summer School Bulletin) where a specialty is made of:

Rapid review in Common Branches.
Didactics, School Hygiene, Child Study.
Domestic Science and Agriculture.
Commercial Studies.

III. COMMON SCHOOL STUDIES.

For classes in Orthography, Physiology, Geography, Grammar, History, Arithmetic, Vocal Music, Drawing, and penmanship see

Bulletin for Special Winter Courses.
Bulletin for the Summer School.
Bulletin for the Academy.
Bulletin for the School of Commerce.

THE SCHOOL OF MUSIC

CHARLES DANIEL NEFF, A. M., Mus. D., Director.

JOHN WILLIS CRAIN, Mus. B.

GENERAL DESIGN.

It is the aim of the School of Music to produce artistic players and singers who know and love music. To this end, thorough instruction is provided in the theoretical as well as in the practical branches of the art. A full course leads to graduation, but special courses may also be taken by those who prefer to study music as an accomplishment rather than from the standpoint of others who desire to fit themselves for teaching or for a professional career.

Instrumental Music

PROFESSOR NEFF

Course of Study.

I. PIANOFORTE.

Grade I.

National Graded Course. Grade I.
Studies, Op. 82 .....Gurlitt
Standard Graded Course, Grade I. .....Mathews
New England Conservatory Method. Part I.
Studies, Op. 50 and 51 .....Koehler
Technical Exercises.

Grade II.

Scales, Major, Minor, Thirds and Sixths.
Broken Chords through two and four Octaves.
Studies, Op. 176, Books I and II .....Duvernoy
Easy Studies, Op. 139, 2d book .....Czerny
National Graded Course. Grade II.
Standard Lessons in Phrasing and Musical Interpretation—Mathews
Etudes. Op. 100 .....Burgmueller
Album for the Young .....Schumann
Studies, Op. 47. Book I. .....Heller
Studies, Op. 8. .....Doering
Selections from N. E. Conservatory Pianoforte Course.
Sonatines and Easier Pieces, by Clementi, Kuhlau, Reinecke, Gurlitt, Wolff, Scharwenka and others.

*For rates of tuition, rent of instruments, etc., see page 95.

UPPER IOWA UNIVERSITY

Grade III.

Touch and Technic .....Mason
Little Preludes and Fugues .....Bach
Thirty Selected Studies (Presser) .....Heller
New School of Velocity. Op. 50. .....Hasert
School of Velocity. Op. 61. .....Berens
Songs Without Words .....Mendelssohn
National Graded Course. Grade III. .....Great Composers
Elements of Modern Octave Playing .....Turner
Octave Studies. First book. .....Kullak
School of Velocity. Op. 299 .....Czerny
Sonatas—The easier ones.....Mozart, Haydn, Clementi

Grade IV.

Two Part and Three Part Inventions.....Bach
Touch and Technic .....Mason
Art of Finger Dexterity. Op. 740. .....Czerny
Studies for the Left Hand. Op. 15. .....Krause
Fifty Selected Studies.....Cramer-Buelow
Damper Pedal Studies. Op. 15. .....Turner
Octave Studies .....Low
Ten Etudes. Op. 5. .....Krause
Etudes Poesies. Op. 53. .....Haberbier
Studies in Phrasing and Interpretation .....Mathews
National Graded Course. Grades IV and V .....Great Composers
Forty Daily Studies. Op. 337.....Czerny
Nocturnes .....Field
Nocturnes, Waltzes, Preludes .....Chopin
Wanderbilder .....Jensen
Art of Phrasing. Op. 16. .....Heller
Gradus ad Parnassum .....Clementi-Tausig
Compositions by Beethoven, Schubert, Schumann, Mendelssohn, Weber, Mozart, Bach, Handel, Haydn and others.
Modern compositions by Raff, Bendel, Moskowski, Schulhoff, Henselt, Liszt, Chopin, Grieg, Tschaikowski, MacDowell and others.

Grade V.

Gradus ad Parnassum .....Clementi-Tausig
Studies. Op. 20 .....Kessler
Studies. Op. 26. .....Thalberg
Studies. Op. 70.....Moscheles
Seven Octave Studies. Op. 48.....Kullak
Touch and Technic .....Mason
Daily Exercises .....Tausig

Studies for Expression and Technique.....Neupert
Preludes and Studies (Easier Numbers) .....Chopin
Technical Exercises .....Mertke
French and English Suites.....Bach
Well-Tempered Clavichord .....Bach
Nocturnes, Waltzes, Polonaises .....Chopin
Classic Pieces by Old Masters.
Modern Compositions by Raff, Bubinstein, Bendel, MacDowell, Moszkowski, Leschetitzki, Henselt, Chaminade, Beach, Schulhoff, Liszt, Sonatas, Solo Work, Schumann, Beethoven.

Grade VI.

Well-Tempered Clavichord .....Bach
Etudes. Op. 10, Op. 25.....Chopin
Studies. Op. 2, Op. 5. .....Henselt
Gradus ad Parnassum .....Clementi-Tausig
Phantasie Pieces Novellettes, Night Pieces.....Schumann
Etudes Symphoniques .....Schumann
Waldesrauschen and Gnomenreigen .....Liszt
School of Virtuosity. Op. 365 .....Czerny
National Graded Course. Grades VI. and VII. ....Great Composers
Sonatas ....Beethoven
Solo Works of Beethoven, Bach, Chopin, Schumann, Liszt, Raff, Rubinstein, Grieg, Saint-Saens, Brahms.
Bach's Organ Fugues transcribed by Tausig and Liszt.

II. HARMONY.

Harmony is to music what grammar is to language. It is the *sine qua non*, the indispensable part of one's study in every department of music. No one is entitled to the name "musician" who has not a thorough knowledge of harmony.

Systems of intervals. The scales, major and minor. Triads of the major and minor scales. Inversions of triads. Chords of the seventh with their inversions. Chords of the ninth. Cadences. The augmented sixth chords, French, German, Italian and Neapolitan. Modulation. Suspensions and retardations. Organ point. Passing tones and chords. Harmonizing melodies and inventing themes. Part writing. Chorals. Chants. The C clefs. Writing accompaniments. Ear exercises.

III. GENERAL THEORY.

Elements of acoustics and tone quality. Accent, tempo, rhythmics, melodics, dynamics. Treatment of themes and the transformation of motives. Musical form analyzed and explained. Description of orchestral instruments and their distinguishing characteristics. How music should be rendered and what its significance is. Theory

of interpretation. Relation of music to other forms of art. General laws and principles underlying music as a science and as an art.

IV. HISTORY OF MUSIC.

The study of this important branch of musical education is required of all candidates for graduation. At the same time its value as a means of general culture to students of every department of the college must be self evident, since a goodly degree of familiarity with the men, the methods, the principles and the masterworks of which musical history treats, is everywhere assumed to be one of the essential elements in the equipment of the liberally educated.

The plan of instruction in the class room has in view a combination of the recitation and lecture systems. The end to be attained involves the attempt to gain a clear knowledge as to how music reached its present state; and the emphasis is laid on the men who developed music, on the study of their works, on the factors which influenced their careers, and on the ultimate value of their labors to the art and science of music.

PUBLIC EXHIBITIONS, RECITALS, CONCERTS.

Each year and each semester, public exhibitions will be given. There will be a number sufficient to arouse interest, to stimulate and inspire, but not so many as to divert the minds of pupils from study and practice. Thus limited, these recitals will be a most valuable factor in the student's progress, while at the same time, the institution and the community will not fail to recognize therein the evidences of a musical uplift.

ENSEMBLE PLAYING.

This is one of the important features of the course. Therein are to be found indispensable elements of musical culture, to be secured through no other method of training. Students who are sufficiently advanced, are required to perform in public not only in solo numbers, but also in four-hand, six-hand, and eight-hand pieces. Through such a medium is mind sharpened on mind and ability matched against ability.

MEMORIZATION.

In the pianoforte department, one of the prime requirments is that much of the material used, in study throughout the course shall be memorized. This applies especially to pieces, which go hand-in-hand with etudes and technical exercises in every grade after the first. It is noteworthy that all the first-class pianists of Europe and America invariably play their entire programmes from memory. Rubinstein had a memorized repertoire of more than a thousand

compositions. Only when the student has thoroughly committed his music to memory, then, and not till then, does his playing begin to assume the character of improvisation and to take on that freedom, spontaneity and subtleness of touch and tone which alone render artistic results possible on the piano. The student playing without notes has been obliged to make a most careful and critical study of every detail of notation, fingering, expression, phrasing, melody, rhythm and dynamics. He has meanwhile unconsciously been changing from a machine grinding out a fixed, fore-ordained measure of colorless tones, so many per minute, into a living, thinking being, capable of truthful, original expression in the world of tones. Therefore such a player impresses his hearers as being less an amateur and more a musician.

INSTRUMENTS.

The College is equipped with eleven pianos, several of which are available to students for practice and may be rented at reasonable rates. They are regularly tuned. There are also two organs. Seven of the pianos are grands.

The Director's own instrument, on which his lessons are given, is a splendid Chickering concert grand piano.

A Steinway orchestral grand piano is a part of the equipment of the School of Music. This superb instrument, the type used by the great concert pianists of Europe and America, affords facilities for concert work by the students here, such as are rarely to be found outside of the large cities.

Pipe organ students will find an instrument adequate to their needs in the Estey two-manual pedal organ, which was added to the equipment of the School of Music, November, 1907. The pipe organ in the Methodist church is also available.

REQUIREMENTS FOR GRADUATION.

Three semesters of Harmony, two semesters of the Music Students' Club Extension Course, embracing History and the study and performance of the works of the standard composers, together with one and a half semesters of Theory, are required of candidates for graduation, who should add a fourth semester of Harmony.

The study of languages is strongly recommended.

The complete course extends through four years in the instrumental and theoretical departments. A year of post-graduate work is offered for the higher development of artistic and concert playing and for the further pursuit of studies in general theory. Thus a course of five years is available.

Vocal Music

PROFESSOR CRAIN.

Vocal music, since the beginning, has been the common language of the world, and today the most beautiful of all musical gifts is artistic singing. In no form of music is early training of such paramount importance as in the development of the Voice, for here the question is not only to acquire the technique of an instrument, but to mould, strengthen and train it in its growth toward maturity.

VOICE CULTURE.

A certain degree of perfection can be brought into every singing voice by a thorough understanding of vocal mechanism.

Voice culture means breath control. The student of voice should therefore make a careful study of the art of breathing. He must also learn to keep the throat open and free from all obstruction.

Only the free and unrestrained use of the throat will allow the tone to reflect into the nasal cavities, where it perfects itself through the head vibrations.

VOICE PLACEMENT.

We begin the study of voice placement, with careful work on single tones; we work for extension of compass and equalization of registers; we use vowels and consonants to secure correct pronunciation and clear articulation. Exercises for cultivation of velocity and execution, consisting of scales, major, minor, and chromatic ascending and descending in metrical form, also intervals and arpeggios gradually increasin in difficulty; portamento; staccato and appoggiaturas.

EXPRESSION.

Cultivation of taste to express the various emotions, so that the pupil may be able to understand and interpret for himself the writings, simple and moderately difficult, of the famous composers of the past and present.

General observations and precautions as to manner of standing, facial expression and control of lips, jaw, tongue, soft palate and larynx, while singing.

Throughout all, it is the policy of the department to cultivate ease and simplicity of expression by those methods which practice and experience have proven most natural and efficacious as adapted to the particular needs of individual pupils.

CHORAL INSTRUCTIONS.

All pupils are urged to attend the chorus rehearsals for the benefit of the drill and for the opportunity of sight-reading and the knowledge gained of the better grade of music. It is the custom for the members of the Choral Union to give in public during the Spring season, at least one oratorio or cantata. No charge is made for membership in the chorus.

SIGHT SINGING.

There is organized every year a class in sight singing to give to those who desire it an oportunity to take up systematic study of the principles of music as applied to sight singing.

PUBLIC SCHOOL MUSIC.

In response to a continued demand throughout the country for Supervisors of Music in the public schools, the department has added a course of instruction in public school music for which a certificate will be given. The best systems in use in the public schools in Chicago, New York and Boston are taught. The course is as follows, with tuition the same as for private lessons:

Normal Music, 1 year. Voice Culture, 1 year. Ear training, 1-2 year. Piano, 1 year.

STRINGED INSTRUMENTS.

Those who desire to take work in Violin, Mandolin, or Guitar will be given instruction to suit their needs.

Studies by Hermann, Kayser, Fiscal, David, Rice and others are used.

REQUIREMENTS FOR GRADUATION.

Students completing the course,—consisting of three years' work in voice, one and a half semesters of theory, three semesters of harmony, one year of musical history (as afforded in the pianoforte department), recital and chorus work, together with two years' work in English,—will be granted the diploma of the department.

Satisfactory credit will be accepted and the course will be adapted to the needs and requirements of the individual. The study of piano is strongly urged.

THE SCHOOL OF ORATORY

KATHRYN ALLEN CARTER, Director.

GENERAL STATEMENT.

The school stands primarily for personal culture—the best and highest development of the individual. It recognizes that social, professional, or commercial success depends largely upon effective personality—that a cultured and noble manhood and womanhood is the *summum bonum* of all education. It therefore devotes itself to the great privilege of awakening the student of expression to a realization of his God-given potentialities, and to the service of guiding and assisting him in his growth and progression. Yet, apart from the general culture afforded, the technique of all its courses is designed to serve the needs of the student in a thoroughly practical way, and is adapted to those who desire special training as readers, lecturers, clergymen, lawyers, dramatic artists, and teachers.

Eight hours' credit in the School of Oratory may be counted as elective in any collegiate course.

Upon the attainment of a high degree of efficiency through the two years of study outlined for this Department, a diploma will be awarded.

Special courses may also be pursued by those who are not planning for a professional career.

GENERAL COURSE.

I. VOICE CULTURE.

Exercises for voice building, placing, flexibility, and resonance. The aim is to bring out the natural qualities of the voice, to free it from inherited or acquired mannerisms, and to cultivate a clear, resonant tone.

1. Voice Culture. *Two hours.* Preparatory exercises for muscular development. Breathing: Shakespearean method as applied to the speaking voice. Emission of tone. Cultivation of mobility of vocal organs. Development of slides. Increase of range of voice. Study of elementary English sounds.

2. Voice Culture. *Two hours.* Ear Training. Cultivation of resonance. Responsiveness of voice to emotion. Tone modulation. Tone color. Prerequisites: Voice 1.

II. ORAL EXPRESSION.

This work is based upon psychological principles. Literature of a high class arranged to follow the development of the mind in expression is used, the aim being to cultivate a natural, direct, and intelligent style, which will express the student's individuality and yet be in harmony with the emotion of the selection.

3. EXPRESSION. *Two hours.* Text: Psychological Development of Expression, Volume 1. Fundamental principles of expression. Intellectual conception. Development of power to read ideas. Training of eye. Cultivation of imagination. Picturing. Two lessons per week, first semester.

4. EXPRESSION. *Two hours.* Continuation of Expression 3. Studies in expression of simple emotions. Studies for abandon. Series of studies for directness and animation in reading and speaking. Simplicity and naturalness. Prerequisite: Expression 3. Two lessons per week, second semester.

5. EXPRESSION. *Two hours.* Text: Psychological Development of Expression, Volume II. Studies for vividness of imagery. Studies in social emotion. Relation of reader to imagery. Relation of reader to audience. Commanding attention. Prerequisites: Expression 3 and 4. Two lessons per week, first semester.

6. EXPRESSION. *Two hours.* Continuation of Expression 5. Studies in light and shade. Subtlety. Studies in fulfillment of author's uprpose. Studies in atmosphere. Power in expression. Prerequisites: Expression 3, 4 and 5. Two lessons per week, second semester.

III. DRAMATIC ART.

Preliminary to the study and presentation of plays, a series of lessons in Life Study and Personation is given, followed by character studies from Dickens with physical representation of the same. Dramatic scenes are then given, together with a study of stage etiquette, deportment, and business. Later more advanced work in modern drama and scenes from Shakespearean plays are presented.

7. DRAMATIC ART. *Two hours.* Life study and personation. Study of characters from life, written sketches and physical representation together with monologue in character. Studies of character from Dickens: written sketches, physical representation, and dramatic scenes.

8. DRAMATIC ART. *Two hours.* Study and presentation of good modern plays. Character studies. Dramatic action. Stage deportment and etiquette. Prerequisite: Dramatic Art 7. Two lessons per week, second semester.

9. Dramatic Art. *Two hours.* Analytic and literary study of selected plays from Shakespeare. Study of plot: Character analysis. Presentation with stage business. Prerequisites: Dramatic Art 7 and 8. Two lesons per week, first semester.

10. Dramatic Art. *Two hours.* Continuation of Dramatic Art 9, with a view to public presentation of drama. Prerequisites: Dramatic Art 7, 8, 9. Two lessons per week, second semester.

IV. STORY TELLING.

One of the oldest of arts, now recognized as a dignified and legitimate art of entertainment. It is also considered an educational factor in the life of a child, being the best means of interesting the young in history, science, and literature, as well as inculcating lessons of morality and ethics.

11. Story Telling. *Two hours.* Principles of story telling studied. Psychological reasons for selected stories for different periods of childhood. Fairy tales, folk lore, fables, Bible stories, myths, legends, allegories, and dramatic stories. Individual practice with criticisms and suggestions.

V. REPERTOIRE.

This course gives the student practical experience in rendering selections before a sympathetic yet critical audience, and also the privilege of hearing others give their interpretations.

12. Repertoire. *One hour.* Listening to interpretation of selections by others. Practice in rendering different forms of literature, including short story, monologue, lyric poetry, and dramatic composition with criticism and suggestions. One lesson per week, first semester.

13. Repertoire. *One hour.* Continuation of course 12, which is a prerequisite. One lesson per week, second semester.

VI. POETICAL INTERPRETAION.

An interpretative study is made of characteristic poems of the best writers of English verse.

14. Poetical Interpretation. *One hour.* Studies from Longfellow, Lowell, and Whittier, etc., with interpretation and rendering. One lesson per week, first semester.

15. Poetical Interpretation. *Two hours.* Studies from Tennyson, Browning, and Kipling, with interpretation and redering. Prerequisites: Course 14. Two lessons per week, first semester.

VII. ORATORY AND EXTEMPORANEOUS SPEAKING.

The aim is to develop speakers whose style shall be simple and natural and, when occasion requires, powerful. The rendering of the best oration enlarges the pupil's vocabulary, purifies his diction and presents high ideals of style. In extemporaneous speaking each pupil is given opportunity to speak on a variety of subjects, but always with a definite purpose in view.

16. Oratory and Extemporaneous Speaking. *Two hours.* Analysis and delivery of selections from great orators. Essentials of effectiveness in all departments of speaking; business, social, and public. Practice in delivering speeches for the accomplishment of specific and varied purposes. The gaining and holding of audiences, the logical arrangement of subject matter, and the use of illustration and effective climaxes will receive especial attention. Two lessons per week, second semester.

VIII. PRIVATE STUDY.

18. Private Lessons. *Three hours.* Selections adapted to the student's growth and suitable for public presentation will be prescribed and will receive the individual attention of the instructor. One lesson per week, first semester.

19. Private Lessons. *Three hours.* Continuation of Course 18 which is a prerequisite. One lesson per week, second semester.

20. Private Lessons. *Three hours.* Continuation of Course 19, which is a prerequisite. One lesson per week, second semester.

21. Private Lessons. *Three hours.* Continuation of Course 20, which is a prerequisite. One lesson per week, second semester.

IX. PHYSICAL CULTURE.

Regular courses in Physical Culture will be given throughout the year. The training is based upon the Delsarte Philosophy of Expression and the Swedish and German Systems of free movement and light gymnastics.

I. The aim of the first year's work is to acquire a symmetrical development of the body as a basis of health and grace. The general work includes Indian club, dumb-bell, wands, ball and poll drills, breathing exercises, flexing exercises to overcome stiffness, exercises to develop control of the muscles and to scure freedom of bodily action. (*Three hours.*)

II. The second year's work is a natural outgrowth of the first and embraces training in the artistic and aesthetic forms of Physical Culture.

UPPER IOWA UNIVERSITY

The object of this year's work is the development of the individual in the harmony of movements of the body, united with the power of unconscious and spontaneous physical expression, blended with ease and grace of bodily poise. Special attention will be given to the laws of physical expression as related to gesture, attitude and bearing. (*Three hours.*)

Rates for instruction in all courses in this department per semester:

Private lessons, two hours per week, per semester $35.00
Private lessons, one hour per week, per semester 18.00
Private coaching lessons (40 minutes) 1.00
Class lessons, two per week (one hour), per semester 5.00
Class Physical Culture (three hours), per semester 5.00

COURSE OF STUDY

First Year.

First Semester.	Hours.	Second Semester.	Hours.
English	4	English	4
Elective	4	Elective	4
Oral Expression (3)	2	Oral Expression (4)	2
Voice Culture (1)	2	Voice Culture (2)	2
Life Study and Personation (7)	2	Drama (8)	2
American Poets (14)	1	Story Telling (11)	2
Public Speaking (A)	2	Public Speaking (B)	2
Private Lessons (18) 1 per week	3	Private Lessons (19)	3
Physical Culture	3	Physical Culture	3

Second Year.

First Semester.	Hours.	Second Semester.	Hours.
English	4	English	4
Elective	4	Elective	4
Debate (A)	2	Debate (B)	2
Oral Expression (5)	2	Oral Expression (6)	2
Drama (9)	2	Drama (10)	2
Repertoire (12)	1	Repertoire (13)	1
British Poets (15)	2	Oratory and Extemporaneous Speaking (16)	2
Private Lesson (20) 1per week	3	Private Lessons (21)	3
Physical Culture	3	Physical Culture	3

THE SCHOOL OF ART

This school aims to meet the rapidly increasing demands of a clear understanding of theoretical art and ability to apply it in practice.

To this end courses are given in perspective, free hand from life, oil and water-color from nature, and copy, pastel, china-painting, crayon, pen and ink, etc.

In order to meet the popular demands a system of art instruction must not be too rigid; hence a wide latitude for personal choice, in material, subject, style of work, etc,. is granted.

Two distinct courses of art instruction are offered:

I. A Normal Course for those who intend following art as a profession.

II. An Elective Course in which the student is allowed the widest range in subjects, and methods of work.

This course is planned for those who wish to make art study only incidental and who follow it for enjoyment and recreation. Work in the classes is arranged to suit the needs of each individual pupil.

MATERIAL.

All necessary material is kept in stock and can be furnished to the pupil at regular prices.

Students may take up work at any time.

Lessons may be made up in cases where they are unavoidably missed.

TEXT BOOK.

A Text Book on the History of Painting, by John C. Van Dyke, will be studied during the first year of the Normal Course.

First Year.—Elementary Drawing in free-hand outlines, embracing form and proportion. Outline drawing of convenient and natural forms from flats and models. Study in light and shade. Elementary Prospective, Designing. Composition and Water Colors.

Second Year.—Drawing and Shading from modern and antique casts and still life. Perspective continued in problems and in application to drawing from life and nature. Work in colors continued.

Third Year.—Oil and Water Color Painting from studies, still life and nature. Landscape painting in oil and water colors from nature, embracing aerial perspective and composition.

Pen Drawing, Monochrome Washes, China Painting, any of the Decorative Arts as used in painting on fabrics, glass or tiles may be taken any time after commencing the practice in colors.

SCHOOL OF COMMERCE

Write for special Bulletin of the School of Commerce, containing courses, faculty, description of new basis upon which School is placed, its connection with the College work, special provision for high school graduates, and for short term pupils.

Thorough instruction is given, preparing both for immediate practice in responsible positions, and for positions in teaching. There is a constant unfilled demand for three classes of graduates:

1. Expert Stenographers, whose accuracy and rapidity demand high salaries.

2. Stenographers and Typewriters who also know business forms, office practice, etc.

3. Normal and College Graduates, who are also masters of Shorthand and can teach Stenography, Typewriting and Bookkeeping in our best high schools.

A special committee of the Board of Trustees is now considering the addition of a collegiate Department of Commerce, which would greatly enlarge the possible electives for business men.

THE ACADEMY

The Academy of Upper Iowa University is a standard Academy of the first grade. The curriculum and the various courses have recently undergone a thorough revision in order to meet the demands of the changing requirements for College entrance and the changed conditions of the students who come to us. The revised curriculum of the Academy is a standard curriculum for secondary schools, with many attractive features, due to faculty, location of the Academy upon the University Campus, its relation to the Schools of the Arts. Art, Music, Oratory, Commercial studies as well as History and Mathematics, the varied Sciences, the Languages and Literatures, all help to enrich the curriculum of the Academy, and the life of the students. A full account of the changes in the courses, and the regulations of the life of the Academy student is contained in *The Academy Bulletin.*

THE SUMMER SESSION

ARTHUR E. BENNETT, Pd. D., Director

June 23 to August 2

A Summer Session continuing six weeks and including nearly all departments of the university is annually held during the months of June and July.

The Eleventh Summer Session will meet from June 23 to August 2, 1913.

The Faculty is composed of members of the regular College Faculty, Directors of the various schools of the Arts, and special instructors engaged for the summer to give additional courses in subjects not taught during the other sessions of the University.

College Credit is likewise given for preparatory subjects; the classes meet twice daily and do double work.

Courses in Normal and in Pedagogy meet the requirements of the Board of Examiners for State Teachers' Certificates, and count for graduation from either Normal School or School of Education.

Special Teachers' Courses in Music and Art are offered. Special courses for training teachers for the rural schools.

Teachers' Review Courses for both high school and grade teachers in the various subjects of high school and grade school are arranged for those who desire to fit themselves for the very best positions in our schools.

Special Primary Work is arranged for the Summer Session.

The Summer School is therefore designed to meet the needs of the following classes of students:

1. School principals, superintendents, special teachers and graduate students who wish to pursue special or pedagogical courses.

2. Teachers who are not graduates of College or of Normal and who wish to use the summer months to secure credit for graduation.

3. College and Academy students who are deficient or conditioned and wish to secure higher classification than their present credits give them.

4. High School or Preparatory students who lack in preparatory entrance credits and wish to make up deficiency.

5. Young people preparing for teaching who wish the Review Courses preparatory to the examinations.

6. Teachers of Primary Grades who wish to keep in touch with the best methods of the times.

Tests for all grades of certificates under the new state law are given at Fayette the last of June and at the close of the Summer Session the latter part of July. The tests are held in the class-rooms of the University.

For full information write for special *Bulletin of the Summer Session.*

ANNOUNCEMENTS

Winter Courses

For the purpose of extending the advantages of the University to those who can attend school only in the winter months, there has been arranged short courses, largely of a vocational character, extending from December 1 to April 1. These special courses are connected chiefly with the School of Education, the School of Commerce, the Department of Domestic Science, Agricultural courses, the Departments of Botany and Chemistry.

Send for special bulletin of Winter Courses.

Household Science

An addition to next year's curricula, of special interest to women and teachers.

A TWO-YEAR COLLEGIATE COURSE

FIRST YEAR

Department.	Course	Hours
Home Economics	Food Preparation	4
" "	Sanitation and Hygiene	2
Science	Botany	4
"	Chemistry	4
English	Course I	2
		16 hours

These courses run throughout the year.

SECOND YEAR

First Semester

Home Economics	Food and Dietetics	3
Science	Chemistry IV.	4
Home Economics	History of the Home	2
Science	Bacteriology	3
Electives from the College		4
		16 hours

Second Semester

Home Economics	Food and Dietetics	3
Science	Chemistry, Course IV.	4
Science	Physiology	3
Home Economics	Food Production and Commercial Distribution	3
Home Economics	Demonstration	1
Home Economics	Teachers' Course	2
		16 hours

GENERAL INFORMATION

HISTORY

Among the early pioneers to Northeastern Iowa were Col. Robert Alexander and Mr. Samuel H. Robertson, his son-in-law. For years these men, counselling with other godly pioneers, planned and wrought for a Christian College in this region. Fayette was chosen as the place therefor. Col. Alexander and Mr. Robertson gave the ground, and, in the winter of 1854, the contract was let for the erection of the first building of the institution, to be fifty feet by one hundred, three stories high, and of cut stone. That building, known first as Seminary Hall, and now as College Hall, was in process of erection during the summers of 1855 and 1856, and was finally completed in 1857. September 26, 1855, at the session of the Iowa Conference, which then extended over the entire State, Fayette Seminary was placed under Church direction, a new Board of Trustees, eighteen in number, being elected.

The first term of Fayette Seminary opened January 7, 1857, under the principalship of the Rev. Wm. H. Poor; the second term opened May 28. Mr. Poor having resigned, the Rev. Nathan S. Cornell, a teacher under Mr. Poor, was placed in charge. The first full Academic year opened September 17, 1857, with the Rev. Lucius H. Bugbee, A. M., as principal. During the previous two terms nothing but common school work had been done, but now classes in Latin, Greek and other preparatory studies were formed. The first Commencement was held on July 15, 1858. At the meeting of the Board of Trustees, held on the same day, the incorporation changed its form to that of Upper Iowa University, which change was legalized by the Legislature of Iowa, February 17, 1862. The Rev. L. H. Bugbee was elected president during the next summer, and July 21, 1859, was formally inaugurated President of Upper Iowa University. President Bugbee was a man of rare qualities; an inspirer of youth; as loving and tender as a mother; a disciplinarian of the strictest order, he controlled without

seeeming to govern, his mere suggestion being sought and implicitly obeyed. April 21, 1860, he resigned, and the Rev. Wm. Brush, A. M., D. D., was placed in charge, and in July following was elected president, which position he held till June. 1869.

President Brush was a man of great natural ability and force of character, with immense reserve power in times of emergency; and emergencies were not infrequent. Nearly an entire company was enlisted from among the students in 1861, and large contributions of volunteers were made at various times later during the war; and during nearly the entire period he assumed all the financial responsibility of the school. In 1865-6 an effort was made to secure an endowment, and about $40,000 was obtained in subscription notes; but the shrinking of values and the great emigration westward, both following the close of the war, rendered a large portion of them valueless.

The Rev. Charles N. Stowers, A. M., succeeded Dr. Brush as president, remaining one year. Byron W. McLain, A. M., who had taught natural science very successfully for two years preceding, was made acting president the two years next following. In 1872, the Rev. Roderick Norton, A. M., then pastor at Fayette, was elected president, he performing the duties of both positions. The frequent changes of administration were not conducive to growth. President Norton resigned shortly after the opening of the fall term of 1873, and the Rev. John W. Bissell, A. M., then teaching Science, was made acting president, and in June, 1874, was made president.

The outlook was not assuring, but with patient faith and increasing labor he began to build. Slowly, but surely, confidence came back. The first ten years was a decade of internal growth. Then came a decade of expansion; three buildings were erected; the attendance of students doubled; graduating classes increased sevenfold; able instructors with permanency of tenure characterized the faculty; there was a substantial increase in the endowment, and an absolute freedom from debt. South Hall was erected in 1884; North Hall, now known as Science Hall, followed in 1887, and the new Chapel in 1890. The Christian Associations collected the funds and built the gymnasium in 1892.

After twenty-eight years of successful administration, Dr. Bissell yielded the reins in 1899 to the Rev. Guy P. Benton, A. M., Vice-President John William Dickman, A. M., having been acting president ad interim. Dr. Benton retired from the presidency in 1902 and the Rev. Thomas J. Bassett, D. D., was called to fill the place. In June, 1905, Dr. Bassett resigned, and Professor Arthur E. Bennett, A. M., Ph. D., was elected acting president. In August, 1905, the Rev. William Arnold Shanklin, A. M., D. D., was elected president, and entered upon his duties in October, 1905. In June, 1909, upon the resignation of President Shanklin to become president of Wesleyan University, Richard Watson Cooper, Professor of Literature in Hamline University, was elected president.

The Presidents of Upper Iowa University:

W. H. Poor, 1857.
L. H. Bugbee, 1857-60.
William Brush, 1860-69.
C. N. Stowers, 1869-70.
R. Norton, 1872-73.
J. W. Bissell, 1873-99.
Guy P. Benton, 1899-1902.
T. J. Bassett, 1902-05.
W. A. Shanklin, 1905-09.
R. W. Cooper, 1909———.

The first class to be graduated from the collegiate department of the institution was in 1862, consisting of Jason Lee Paine and John E. Clough. Since 1857 more than seven thousand students have been enrolled; five hundred and thirty-one have graduated from College, one hundred and eighty-two of whom have been women and three hundred and forty-nine men.

ORGANIZATION

The corporation, known as "The Upper Iowa University," has the power of receiving, holding and administering funds, appointing the Faculty, confering degrees, and making laws for the government of the College. The Board consists of the President of the College, *ex-officio* and three classes of Trustees, elected for the term of three years. According to the

Articles of Incorporation adopted by the Board of Trustees in June, 1911, the membership of the Board of Trustees must never be less than twenty and may be as many as forty. The Trustees are nominated by the Board and confirmed by the Upper Iowa Conference. The Alumni Association has been granted the right to nominate two members each year, which nomination is received by the Board of Trustees and passed upon by them.

The presidents of the Board of Trustees have been H. S. Bronson, thirteen years; Levi Fuller, eighteen years; Elias Skinner, two years; C. C. Parker, one year; John Webb, two years; W. B. Lakin, one year; R. W. Keeler, six years; Bishop C. D. Foss, one year; Samuel B. Zeigler, three years, and Quintus C. Babcock, nine years.

THE VISITING COMMITTEE, annually appointed by the Upper Iowa Conference, attends the examinations and reports to the Board and the Conference. The Visiting Committee for the present year, will be found on page 12.

THE LADIES' PROFESSORSHIP ASSOCIATION is an incorporate body, with power to raise and invest funds for the endowment of a chair to be filled by a woman. The chair elected to be filled for the current year is the Chair of English. The officers and membership of the Association will be found on pages 100-102.

THE ALUMNI ASSOCIATION is composed of graduates of the College of Liberal Arts. It has for its main object the endowment of one or more Chairs in the College. The funds are controlled by a board of three directors, elected for three years. Three members of the Association, together with the President of the College, nominate a person to fill the chair supported by this fund, which is at present the chair of Biology.

THE CUSTODIANS OF THE ENDOWMENT constitute a committee of five members elected for a period of five years. The members are selected with special reference to their business qualifications. Their duties are carefully to guard the funds, to see that they are securely invested, to collect and pay all interest to the Treasurer of the Board of Trustees, and to report the condition of the endowment at the annual meeting of the

Board of Trustees. At present the Board of Custodians is limited to farm securities in Iowa, which must be worth twice the amount loaned, exclusive of buildings, and no loan can be made without the consent of three members, and not then if any member objects. It is believed that the methods are wise and safe, and that not a dollar will ever be lost. Friends may make donations to the endowment with the most perfect assurance that their gifts will be zealously guarded and kept intact forever.

We invite *those who have funds to invest* where they will do good for all time, to examine the plan which has been adopted by this College after many years of experience. Those who have money and property and desire to be relieved of the care and anxiety connected with the investing of the same, can entrust it to the Board of Custodians, who will pay them an annual or semi-annual interest as long as they live, with the understanding that the property reverts to the College at their death, to be kept as a permanent endowment fund.

LOCATION

Upper Iowa University is situated at Fayette, Fayette County, Iowa, on the Chicago, Milwaukee and St. Paul Railway between St. Paul, Minnesota, and Cedar Rapids, Iowa, two hundred and six miles south of St. Paul, ninety miles north of Cedar Rapids, one hundred and twenty-eight miles north of Davenport, and seventy-five miles northwest of Dubuque. The Cedar Rapids and Decorah branch of the Chicago, Rock Island and Pacific Railway runs within five miles, connecting with Fayette by stage from Randalia. The Chicago Great Western Railway connects with the Milwaukee road leading to Fayette at Oneida Junction, thirty-four miles south of Fayette. The main line of the Illinois Central Railway crosses the same branch of the Milwaukee road at Delaware, thirty-nine miles south of Fayette. The Manchester and Oneida Railway connects Manchester and other points on the Illinois Central Railway with the Chicago, Milwaukee & St. Paul at Oneida Junction, giving immediate connection to and from Fayette. Students from Northeastern Iowa, Southern Wisconsin and South-

ern Minnesota will most readily reach Fayette by way of the Milwaukee road. Those in Northern and Central Iowa will take either the Milwaukee road or the Illinois Central and Chicago Great Western, connecting at the points above referred to. Students upon the Northwestern road will find it convenient to change at Cedar Rapids either to the Milwaukee road or the Rock Island.

FAYETTE is a beautiful town of about fifteen hundred population. It was designed by its founders to be a center of religious and educational influence. This purpose, kept steadily in view, has attracted families of culture and intelligence. The town is one of the most healthful in Iowa, and has never had a liquor saloon or gaming resort.

CAMPUS AND BUILDINGS

THE COLLEGE CAMPUS of fourteen acres is situated on a magnificent hill-top in the heart of the town.

There are now seven buildings on the campus:

(1) COLLEGE HALL contains the major portion of the recitation rooms and the music and art departments. This historic old building, the first one erected upon the campus, is a fine specimen of pure colonial architecture.

(2) SOUTH HALL offers a home for forty young women and dining-room for one hundred boarders.

(3) SCIENCE HALL contains the laboratories and lecture rooms of the departments of chemistry, physics, zoology, botany, geology and the museum. See page 84.

(4) CHAPEL, used for the daily chapel service, lectures, public and musical entertainments. The basement of this building contains the recitation rooms and offices of the Business School.

(5) THE GYMNASIUM, erected by the Christian Associations, has a good equipment for physical training. See page 87.

(6) THE OBSERVATORY, a small building erected in the eighties, contains a five-inch Alvin Clark telescope.

(7) THE "DAVID B. HENDERSON LIBRARY," the gift of Andrew Carnegie in memory of this former son of Upper Iowa University.

THE LIBRARY

For many years the library was housed in College Hall. It was long evident that a modern adequate library building was needed. In January, 1901, Mr. Andrew Carnegie gave funds for the purpose of erecting a modern building, stipulating only that it should bear the name of Colonel David Bremner Henderson, ex-Speaker of the National House of Representatives, an honored alumnus of Upper Iowa University.

This building, which is two stories above a high basement, is constructed of light pressed brick trimmed with Niagara stone. It is eighty-seven feet long by seventy feet broad, with a commodious stack room in the rear. It provides large reading rooms, adequate cloak and store rooms, and also two lecture rooms. It also furnishes two fine literary society halls.

The library contains about fourteen thousand volumes; and the books are classified according to improved library methods.

A large number of the best periodicals, including leading Iowa and Chicago newspapers, are currently received.

The library and reading room are open every week day from 8:30 A. M. to 5:30 P. M., and as occasions may demand, in the evenings.

LABORATORIES AND MUSEUM

The Biological Laboratories. The entire second floor of Science Hall is devoted to the work in botany. In addition to the class room there are commodious and well-lighted laboratories for both elementary and advanced classes, a private laboratory for the Professor, and above rooms. The laboratories are equipped with work tables, a set of individual drawers for the use of students, water, and electric lights.

The first year laboratory has sufficient tables to accommodate about twenty-five students at one time, while the advanced laboratories are so arranged as to give each student an individual table.

The equipment consists of microscopes, both simple and compound, of Bausch and Lomb and Leitz makes, a Zimmer-

mann rotary microtome, hand microtome, microscope accessories such as cameralucida, and micrometers, sterilizing oven, glassware, reagents and other equipment for histological work and anatomical models, and preparations. There is also a projection lantern and a series of slides. New equipment is added from time to time to meet new demands upon the laboratory.

A departmental library is maintained in which is found a number of carefully selected reference works, the number of which is increased from year to year. The laboratory receives regularly the *"American Naturalist," "Biological Bulletin," "Botanical Gazette"* and other standard American biological magazines, while still other publications are accessible for use of the students.

The herbarium contains about one thousand sheets of spermataphyta, a large proportion of which formed the herbarium of the late Dr. C. C. Parker. This collection is especially rich in local species. The lower plants are also represented by specimens from various localities. The zoological collection contains representatives of the various phyla of animals, but as many of the specimens belong to the museum they will be mentioned in greater detail in that connection.

The Chemical Laboratory is situated on the first floor of Science Hall on the east side, it and the Chemistry storeroom occupying about half of this floor, while in an adjoining room is the Departmental Library containing several hundred volumes. These include text-books and laboratory manuals for the different divisions of the subject; various works of reference, both of a general nature and dealing with special phases of the subject, or its applications and development; and includes also some current periodicals. The laboratory contains thirty-six desks at each of which is supplied to the individual such apparatus as he needs for his course, and which is replaced or increased as needed from the storeroom stock. Each student has at his place of work both gas and water, as well as a sink connection, and the lighting of the laboratory is adequate for even the darker days, or the evening work.

The Physical Laboratory and the Physics Storeroom are situated on the west side of the first floor of Science Hall.

The laboratory is fitted with gas and water, and with arrangements for darkening for the study of optical phenomena. Apparatus and materials needed by the students for experimentation and measurements are kept in cabinets in the laboratory and in the storeroom which is immediately adjacent to it. The laboratory can accommodate about twenty-five students working at one time. In the Departmental Library are to be found quite a number of volumes, including various text-books and laboratory manuals, and books and pamphlets on various phases of the subject and its application, and also some periodicals.

The Museum occupies the third floor of Science Hall. The collections are chiefly zoological, geological and objects of ethnological and historic interest. Many of the specimens were received from the Smithsonian Institute, while other important collections represent the work of members of the faculty and student body, or were donated by friends of the College.

The zoological collections contain numerous marine fish and invertebrates, mounted birds and mammals, a collection of insects, and other specimens which are a valuable adjunct to the laboratory equipment. Of the collections which deserve especial notice are a fine series of birds' eggs, chiefly local, and a good working concological collection.

The geological collections include a good working series of minerals and rock forms, and materials for the study of dynamical and structural geology. The common Devonian and Silurian fossils of Iowa are well represented. There is also a valuable series of fossil plants from the carboniferous of Pennsylvania.

Besides a series of casts of North American Indian implements the anthropological collections deserving mention are a series of specimens from New Mexico donated by Dr. A. E. Bennett, and a collection of domestic utensils, fabrics, wearing apparel, musical instruments and weapons of warfare from the Philippine Islands. This last collection is the gift of the Rev. Ernest S. Lyon.

GYMNASIUM AND ATHLETICS

The purpose of this department is to cultivate in the student a sound and strong physique—one that will serve as a physical foundation for a vigorous and useful life.

It offers the student the use of a gymnasium erected by the Young Men's Christian Association.

Superior work is also done in basket ball, and excellent teams are maintained.

The outdoor work consists of football, baseball and field- and track athletics.

The southeast quarter of the campus has been set apart for this purpose, and the one-fourth mile track and athletic grounds are in prime condition.

The control of athletics is vested in a Board composed of four College classes, and a resident Alumnus of the College. The Board is incorporated and holds regular monthly meetings. It is thoroughly awake to the great benefits of athletics, as it is also to the tendency toward "professionalism," and, while it strives to maintain a healthy and lively interest in physical training, it guards against the attendant evils.

In the spring of 1911 the student body petitioned the Board of Trustees to collect through the Registrar's office at the opening of each semester an athletic-fee from every student to be used for the support of athletics. They voluntarily agreed to make that fee $5.00 for the year 1910-11 and have asked that the same fee be collected for the year 1911-12. At the meeting of the Board of Trustees in June the petition of the students was granted and the Registrar instructed to collect the student activity fee of $2.50 each semester which would give free entrance to every student to all athletic contests and to all intercollegiate debates.

Board of Athletic Control

Professor J. S. McIntosh, chairman; Chester Carrothers, secretary; J. W. Dickman, treasurer; Professor Lawrence Oncley, J. E. Dorman, Ralph Newcomer, Harry Ryan, Hadwin McCann, Harry Cooper.

OFFICERS OF ATHLETIC TEAMS.

J. E. Dorman, general manager; Guy Newcomer, captain basket ball team; Hartness Taylor, captain football team; Ralph Newcomer, captain baseball team.

RELIGIOUS CULTURE

The College was founded by Christian men,—men who believed that the highest development of the mind can be secured only under the elevating influence of the Bible, and that real success in life cannot be reached apart from an unwavering loyalty to the great principles of Christianity. Throughout fifty years the College has been true to the ideal of her founders. It is under the patronage of the Upper Iowa Conference of the Methodist Episcopal Church. While it is, in this respect, denominational, it is in no sense sectarian.

A Devotional Service is conducted daily except Monday, in the College Chapel, at which all the students are expected to be present. On Sunday they are expected to attend one service at one of the churches in town.

A Vesper Service is held every Tuesday evening, conducted by the President, or, in his absence, by some member of the Faculty.

A Convocation Service is held at regular intervals during the Academic year, at which the President or some prominent minister preaches to the entire Academic body. For the dates of the Convocation Services for the present year consult the calendar on pages 3 to 5.

There are in the College two Christian Associations, one composed of young men; the other of young women. These associations are strong factors in the religious activity of the students. Each holds a weekly prayer service.

The Young Women's Christian Association meets on Saturday evening, and the Young Men's Christian Association on Sunday afternoon. During the past year the college classes voted to hold a class prayer meeting once a month.

During all its history the College has exerted a potent religious influence, so that very few have been graduated who have not been earnest Christians.

GOVERNMENT

The authorities of the College desire to encourage the spirit of self-government among the students, and all organizations tending to foster this spirit among them, such as the Literary Societies, the Young Men's and Young Women's Christian Associations, and kindred organizations, receive the personal encouragement of the Faculty. It is our aim to secure as far as possible such conditions of life as shall tend most to contribute to the physical, intellectual, moral, and spiritual development of the students.

All final authority rests with the Faculty. The conduct of the students, places of residence, contests, entertainments, social engagements, publications, and forms of organization are all under the supervision of the Faculty.

Printed copies of the stated customs of the College body, forms of our organized life, and methods of procedure will be furnished students at the opening of the College year or sent upon request.

STUDENTS' ORGANIZATIONS

The Young Men's Christian Association holds a regular devotional meeting each Sunday afternoon. It is the earnest desire of the Association to arouse its members to a higher standard of Christian experience and to incite the unsaved to become Christians. It also has special classes organized for Bible and missionary study under efficient teachers. The motto of the Association, "Spirit, Mind and Body," is also carried out by means of classes in the gymnasium. Young men coming to the College for the first time will receive a cordial welcome from the members of the Association. Committees wearing the badge of the Association meet all trains and stages at the opening of each term, and will be pleased to furnish any information or help that may be desired.

The Young Women's Christian Association, whose object is the development of Christian character in its members and the prosecution of Christian work, principally among the young women of the College, was organized in Upper Iowa University in September, 1885. Since that time the Association work has been carried on by strong Christian young women, who have grown to appreciate the responsibility and at the same time the possibilities of the Christian element in College life. This is led by the young women of the Association and is a great source of strength and inspiration. Bible study, one of the most important phases of Association work, is carried on with success. Scarcely less important than Bible study is the missionary work which is zealously pushed forward by the combined effort and co-operation of the two Christian Associations. The Associations are supporting a native pastor in India and aiding a Japanese alumnus of the College in his further preparation for teaching God's Word in his native land. At least once each term a reception for the young women of the College is held, besides a general reception which is held in the library. It is the aim of the Association to reach every young woman who enters the College, and through the years of temptation, to help her to follow safely the path which leads to God.

Literary Societies. The students in the College of Liberal Arts are organized into four Literary Societies,—The Philomathean, organized in 1857, and the Zethegathean, organized in 1861, for young men; and the Aonia, organized in 1857, and the Zeta Alpha, organized in 1882, for young women. These societies occupy handsomely furnished halls in the David B. Henderson Library Building. The purpose of these societies is to produce skill in parliamentary law, debate, writing, oratory, and other literary work.

Debates. A prominent feature of the life in the College is the attention which students give to debates. Frequent contests take place in the literary societies. The great public contest of the year is a debate between the literary societies, held upon the first Friday evening of December, for the Sam S. Wright prize. (See page 90.) A compact has been entered into with Des Moines College and Iowa Wesleyan, in accord-

ance with which three- inter-collegiate debates are held upon the same evening and upon the same subject; one at Morningside, one at Simpson and one at Upper Iowa. These three debates call for at least eight good men.

Biological Club. The Upper Iowa Biological Club, which organized in January, 1909, by the members of the advanced classes in Botany and Zoology, is composed of students in the various classes in Biology. Regular meetings are held during the Academic year for the presentation of papers and the discussion of the progress in this field of science.

The Collegian, established in 1883, a monthly magazine, is our College student publication.

PRIZES

The Sarah Houghton Fawcett Prize of Fifty Dollars, founded by the late Rev. William Fawcett, D. D., in memory of his deceased wife, Mrs. Sarah Houghton Fawcett, is awarded annually for the best English oration, matter, style and delivery being taken into account. The orations are limited to two thousand words and must be submitted to the Professor of English on or before May 1st. The contest is held on Wednesday afternoon of Commencement week. This prize is open to students of the Senior and Junior classes who are candidates for degrees, and no successful contestant can become a second time a competitor. Rev. Will A. Piper won the prize in 1912.

The Sam S. Wright Prize. This prize of Twenty-five Dollars is given by the Honorable Sam S. Wright, '86, to the society that excels in debate. Three contestants are selected by the Zethegathean and three by the Philomathean Society. One set of contestants has choice of question and the other of sides. The debate is held on the first Friday evening of December. The question for debate in 1912 was: "Resolved, that the United States should subsidize freight steamships that are American built, owned, and operated, and engaged in foreign trade." The debate was won by the affirmative—the Zethegathean Society.

The Mrs. Levi Fuller Prize. The Hon. Levi Fuller, M. D., deceased, for many years the honored President of the Board of Trustees, established in memory of his beloved wife, an annual prize of Fifty Dollars for excellence in oratory. Mr. R. R. Cerney was the winner of the prize of 1912. The winner of this contest represents the College in the annual State Oratorical Contest the ensuing year.

The Jonathan P. Dolliver Prize. Senator and Mrs. J. P. Dolliver established a prize of Fifty Dollars for excellence in Scholarship. At the death of Senator Dolliver, Mrs. Dolliver asked that she be permitted to continue this prize. The prize is awarded at each Commencement to the member of the graduating class who has made the highest average grades in scholarship during the four years of the college course. In the class of 1912 the prize was awarded to Mr. Ross N. Young.

The Joseph F. Cass Scholarship Prize. Mr. Joseph F. Cass has established a Scholarship Prize open to all students of the College of Liberal Arts. It is the purpose of Mr. Cass to aid the winner of this prize by providing a trip of educational value. The prize covers railway fare to some point of exceptional interest and $5.00 a day for expenses during the trip. Last year the prize was won by Edwin H. Wilcox and consisted of a trip to the Yellowstone National Park. The trip for the ensuing year has not yet been determined.

The John Andrew Holmes Prize. The Rev. John A. Holmes, '95, has established a prize of Twenty-five Dollars for excellence in training leading to good citizenship. This contest is open to all students of the College of Liberal Arts. This contest is to take place before the fall elections.

The Iowa Sons of the American Revolution Medal. A medal is awarded by the Iowa Sons of the American Revolution to the student having the best standing in American History. The medal was won by Miss Mildred Nafe in 1911. The winner in 1912 was Miss Angie Pierce.

Declamation Prizes are awarded to members of the Academy who excel in Declamation. The contest is held at the close of the fall semester.

SUGGESTIONS TO NEW STUDENTS

1. Students living on the main line of the Chicago, Milwaukee & St. Paul Railway in Iowa come direct to Fayette from either the north or south. Those living on the "Volga Branch" of this same road should drive from Lima, five miles east of Fayette. Randalia, on the Chicago, Rock Island and Pacific Railway, five miles to the west, runs a stage line to Fayette. All who come by the Illinois Central should change at Delaware, or at Manchester and again at Oneida Junction, while those living on the Chicago Great Western Railway may change either at Oneida Junction or at New Hampton.

2. A student coming from another college should bring a letter of honorable dismissal. The College aims to maintain a high standard of conduct for the good of all its students. In order to protect those committed to its care, it promptly withdraws its privileges from students who refuse to conduct themselves as honorable men and women, or who disgrace the customs prevailing or the regulations announced from time to time as essential to the well-being of all.

3. Each student should bring his certificate of scholarship. The standard of admission to College is uniform throughout the State. Graduates from High Schools or Academies, whether such schools be fully or partially accredited, may obtain a blank on which the principal of the school will make a record of all work done. The text-book used, the number of terms or semesters studied, the number of hours per week and the grade will be given. These blanks may be obtained from the President or the Registrar by writing a request for them. These certificates are accepted in lieu of examination in all work to which they certify. New students should not fail to bring this certificate, as it will save much time and trouble.

4. Members of the Reception Committee of the Young Men's and Young Women's Christian Associations will meet all trains and stages during the opening days of the Fall term to greet new students and look after their welfare. Rely on them for any needed information. Call on them and make their hall your headquarters until you are settled.

5. During the week in which the term opens, the President's office, in the David B .Henderson Library Building, will be open from 9 A. M. to 12 M. and from 1 to 5 P. M. Every new student should go first to the President's office and secure the matriculation card. He should then pass to the Registration Committee where his credits will be canvassed and work assigned. He will then pass to the Treasurer and pay his tuition fee, thence to the Secretary, who will assign him to a seat in the Chapel; whereupon he is admitted to all the privileges of the College.

EXPENSES

An education can be secured here at about one-half what it costs at many colleges. How to bring the expenses within the reach of most young men and women has been seriously considered by those in charge of the material interests of the College. A dining-hall is maintained in connection with the ladies' dormitory under most efficient management. The dining room furnishes good, wholesome food at $3.00 per week. Many of the students take their meals at this hall. There are many dining-rooms in town where board can be had for from $2.50 to $3.00 per week. Young women rooming in private families may take meals in South Hall.

SOUTH HALL

South Hall, conveniently situated on the campus, furnishes pleasant accommodations for about forty young women. The building is steam heated and is lighted by electricity, and is provided with a bath room with hot and cold water and other modern conveniences.

Each room is 12x14 with closet 3x7, and provided with bedstead, wire mattress, commode, table, chairs, carpet, toilet set, pillows, pillow cases and sheets. Each young woman should provide one blanket, one comforter, one spread, napkins and napkin ring, towels, and bring such other articles as taste may dictate.

The rent for rooms at South Hall on second floor is $16.00 for each semester, on third floor $13.00 for each semester for each occupant when two persons occupy the room. Steam heat for each room is $5.00 for each semester for each occupant. Students desiring electric lights will be charged 50c per month for each light and furnish their own bulbs. Any damage to furniture must be paid by occupants of room.

These rooms, centrally situated, well-lighted, ventilated and heated, are the most attractive in town. It is the aim of the College to create such conditions as will make this hall desirable for young women seeking an education. Application for rooms should be made of the Dean as early as possible, preference being given to students in order of application.

No room is rented for less than a semester. Rooms will be regarded as engaged and held for young women only upon a payment of a deposit of $5.00. Those persons engaging first will have choice of rooms.

TUITION AND FEES

COLLEGE, ACADEMY, AND SCHOOL OF EDUCATION

Tuition and Incidental Fee—College; each semester.....$25.00
Tuition and Incidental Fee—Academy; each semester... 18.00
Tuition and Incidental Fee—Normal; each semester..... 18.00

SPECIAL

	Each Semester
Laboratory Fee—College Chemistry	$ 6.00
Laboratory Fee—College Physics	3.00
Laboratory Fee—College Biology	1.50
Laboratory Fee—Geology	1.50
Laboratory Fee—Psychology	1.50
Laboratory Fee—Academy Physics	2.00
Laboratory Fee—Academy Biology and Botany	1.50
Student Activity Fee for Athletic and Literary Contests	2.50
Fee at Graduation	5.00
Fee for Master's Degree	10.00

MUSIC

Piano, Organ, Voice and Violin, two private lessons a week; each semester $27.50
Piano, Organ, Voice and Violin, two private lessons a week; each half semester 14.00
Piano, Organ, Voice and Violin, one private lesson a week; each semester 15.00
Piano, Organ, Voice and Violin, one private lesson a week; each half semester 8.00
Harmony, History and Theory, class lessons, weekly; each semester 8.00
Chorus, Vocal Drill; each semester..... 2.50
Rent of Piano per semester, one hour daily..... 3.00

ORATORY

(Private Instruction)

Single private lesson, each (40 minutes).....$ 1.00
One each week during each semester (one hour)..... 18.00
Two each week during each semester (two hours)..... 35.00

(Class Lessons)

Two hours each week during each semester.....$ 5.00
Physical Culture (three hours) each semester..... 5.00

ART

Painting in China, Water Colors, Oil, Pastel.

One lesson a week, each semester.....$ 9.00
Two lessons a week, each semester..... 18.00
Length of Lesson—Three hours.
Private Lessons 50c an hour.

DRAWING

One lesson a week, each semester.....$ 4.00
Two lessons a week, each semester..... 9.00
Length of Lesson—Three hours.

COMMERCE

Send for special *Bulletin* for statement of Commercial Courses and Fees.

Full course in Business School, six months $36.00
Full course in Shorthand and Typewriting, six months.. 36.00
Combined course, nine months 60.00

A registration fee of $1.00 per semester will be charged each student, but this will be remitted to all who register before the close of the second day of the term.

A library fee of 75 cents per semester is charged each student and a gymnasium fee of $1.50 per semester is charged each young man.

A charge of $1.00 will be made for special examinations.

Students carrying as much as twelve hours in the College, or in the Academy or School of Education, will be charged full tuition. Students carrying less than the above amount will be charged at the rate of $2.00 per hour in the College, or $1.50 per hour in the Academy or School of Education.

Students desiring to take more than regular work will be charged for the same at the rate of $2.00 per hour for a study in the College, and $1.50 per hour in the Academy.

Students in the School of Education pursuing College courses will be charged College tuition.

When students register before the middle of a semester they shall pay in full the usual charges. If they enter at or after the middle of the semester they shall pay one-half.

When students leave College before the middle of a semester, one-half the tuition, etc., shall be refunded. In case of temporary absence and subsequent return, although the absence be for more than half a semester, no such rebate shall be granted.

Ordained ministers and deaconesses, and children of ordained ministers are granted half rates on regular College and Academy and School of Education tuition and incidental fees.

SCHOLARSHIPS

The following scholarships, endowed with $1,000 each, have been established for the purpose of educating worthy young men and women:

The George H. and Lavinia C. Garrison Scholarship, established by the persons named.

The Mrs. S. J. Lormer Scholarship, established by the person named.

Trustees' Scholarships. Sixteen honor scholarships are provided by the Board of Trustees, to be granted to honor graduates of high schools in Iowa.

ESTIMATED EXPENSES

Tuition and Incidental Fees	$18.00 to $25.00
Unfurnished room and self-board	27.00 to 36.00
Furnished room for two persons, each occupant	8.00 to 18.00
Board in halls and private families	36.00 to 45.00
Text-books	3.00 to 10.00
Laundry	5.00 to 12.00
Total expenses per semester	$53.00 to $110.00

DEGREES AND DIPLOMAS

DEGREES

Bachelor of Arts

William Thomas Albright	Fayette
Lulu Gertrude Baker	Farley
Ruel Kendall Belknap	Fayette
Frankie Mildred Dorman	Fayette
Oliver J. Felter	Fayette
Harold Crowder Fiester	Independence
Eleanor Garrison	Fayette
Edward Thomas Gough	Allison
Claire Dickman Hausner	Oelwein
Julius Herman Herwig	New Hampton
Lulu Belle Hurd	Hawkeye
Anna Laura Jakway	Aurora
Owen Leonard Jones	Lime Springs
Callah Verle Kniel	Elgin
Charles Oakley Lewis	Lima
Benjamin Harrison Miller	Fayette
Joseph Henry Shipton	Clermont
Maude Imogene Stevens	Appleton, Minn.
Ruby Cornelia Stone	Waucoma
Frank Perc Walker	Fayette
Ross Newman Young	Fayette

Bachelor of Science

Myrtle Tubbs. '02

DIPLOMAS

The School of Education

Beckwith, Vera Lenore	Greeley
Bock, Helen Gladys	New Albin
Buhlman, Grace A.	Fayette
Cerney, R. Roy	Manly
Coolidge, Lida Beryle	Edgewood
Coolidge, Bertha Hazel	Edgewood
Felter, Allan Gordon	Fayette
Hall, Leota Maude	Wesley

UPPER IOWA UNIVERSITY

Hall, De Etta Arabella	Wesley
Page, Alice Blanche	Plymouth
Probasco, Abbie	Arlington
Rabe, Will Conrad	Alta Vista
Smith, Grace Amelia	Hampton
Swale, Albert R.	West Union

The School of Music

Bennett, A. Vincent	Fayette
Carmichael, Harry D.	Fayette
Claxton, Bernice Kate	Fayette
Graf, Helene Marie	Strawberry Point
Gratke, Samuel D.	Strawberry Point
Hesner, Helene M.	Edgewood
Milner, Florence Lulu	Manchester
Opperman, L. Bernice	Strawberry Point
Rabe, Emalyn I.	Alta Vista
Shaw, Bess Rankin	Raton, N. M.
Stone, Ruby Cornelia	Waucoma
Turner, Vida B.	Fayette

HONORARY DEGREES

Doctor of Divinity

Jason Lee Paine

Doctor of Law

Theodore S. Henderson

ORGANIZATIONS

THE ALUMNI

THE GENERAL ASSOCIATION

F. E. FINCH, B. S., '94	President
N. F. NORTON, B. S., M. S., PH. D., '82	Vice-President
MRS. J. D. PARKER, B. L., M. L., '90	Recording Secretary
CORA B. BEACH, B. S., '95	Corresponding Secretary
J. W. DICKMAN, A. M., Sc. D., '88	Treasurer
O. W. STEVENSON, PH. B., LL. B., '01	Director
Term expires 1913.	
F. F. BAKER, PH. B., '93	Director
Term expires 1914.	
LEO C. STONE, B. S., '03	Director
Term expires 1915.	

THE CHICAGO ASSOCIATION.

JAMES B. McFATRICH, A. M., M. D., '83	President
HENRY F. KLING, A. M., Sc. D., '83	Secretary

THE MINNEAPOLIS--ST. PAUL ASSOCIATION.

DR. ALICE SIMPSON, 815 6th St., S. E. Minneapolis	President
MRS. EFFIE G. ENCHES, 3824 Park Ave., Minneapolis	Vice-President
GEORGE A. NICHOLS, 106 1st Ave. South, Minneapolis	Secretary

THE FAYETTE ASSOCIATION.

OLIVER W. STEVENSON, PH. B., LL. B., '01	President
L. LEVERNE COLE, A. B., '96	Secretary

LADIES' PROFESSORSHIP ASSOCIATION

MRS. JOHN W. DICKMAN	President
MRS. H. W. TROY	First Vice-President
MRS. W. C. DENNISTON	Second Vice-President
MRS. CHARLES P. ESTEY	Recording Secretary
MRS. E. B. SCOBEY	Corresponding Secretary
MRS. B. F. SIMONSON	Treasurer

UPPER IOWA UNIVERSITY

MEMBERS.

(In order of seniority of membership.)

Mrs. J. W. Bissell; Mrs. A. M. Strong; Mrs. J. E. Robertson; Mrs. J. C. Magee; Mrs. A. J. Duncan, M. D.; Mrs. W. A. Hoyt; Mrs. H. Sweet; Mrs. J. E. Budd; Mrs. H. E. Hurd; Mrs. J. L. Paine; Mrs. R. J. Miller; Mrs. G. Whitley; Mrs. J. H. Boyce; Mrs. W. F. Boyce; Mrs. William Larrabee; Mrs. T. E. Fleming; Mrs. W. W. Peebles; Mrs. C. P. Estey; Mrs. L. C. Dudley; Mrs. J. W. McLean; Mrs. J. W. Dickman; Mrs. J. D. Parker; Mrs. W. B. Stevenson; Mrs. J. O. Hoover; Mrs. John Gammons; Mrs. P. H. Alderson; Mrs. G. P. Benton; Mrs. J. E. Boyce; Mrs. Mary Carpenter; Mrs. W. N. Clothier; Mrs. W. C. Denniston; Miss Helen Jones; Mrs. F. L. Montgomery; Mrs. J. B. Wyatt; Miss Elizabeth Claxton; Mrs. G. E. Comstock; Mrs. L. S. Forbes; Mrs. A. J. Hensley; Miss May Jones; Mrs. W. H. Stone; Mrs. Finley Smith; Mrs. A. E. Bennett; Mrs. H. F. Beyer; Mrs. E. G. Cattermole; Mrs. J. P. Dolliver; Mrs. F. A. Hoyt; Mrs. H. M. Maltbie; Mrs. F. X. Miller; Mrs. C. D. Neff; Mrs. G. A. Oliver; Mrs. B. F. Simonson; Mrs. J. E. Wagner; Mrs. Charles Webster; Mrs. J. W. Winston; Mrs. P. R. Woods; Mrs. F. G. Young; Mrs. G. S. Beane; Mrs. H. A. Bender; Mrs. J. H. Budd; Mrs. James Graham; Mrs. W. C. Hilmer; Mrs. J. S. McIntosh; Mrs. T. D. Peterman; Mrs. Vida Smith Brown; Mrs. Q. C. Babcock; Mrs. E. V. Claypool; Mrs. William Dickman; Mrs. G. C. Fort; Mrs. A. E. Whitney; Mrs. W. A. Shanklin; Mrs. O. C. Cole; Mrs. W. H. Smith; Mrs. John Dorman; Mrs. J. E. Moore; Mrs. F. S. Walker; Mrs. E. B. Scobey, Mrs. Charlotte Horner; Mrs. F. J. Ressler; Mrs. Dean Sweet; Mrs. C. R. Carpenter; Miss Charlotte H. Davis; Mrs. W. H. Klemme; Mrs. F. H. Sanderson; Mrs. Locke Arnold Shanklin; Miss Mary Arnold Shanklin; Mrs. J. R. Caffyn; Mrs. James Claxton; Mrs. N. F. Norton; Mrs. Austin Fox; Mrs. Minnie Shade; Mrs. S. S. Wright; Mrs. B. F. Adams; Miss Jessica E. Magee; Mrs. P. N. Dwello; Miss Adeline Graham; Mrs. Cecelia Elwick; Mrs. Ursula Robinson; Mrs. Myra Carrothers; Mrs. L. H. Turner; Mrs. Julia Cary; Mrs. Mary E. Watson; Mrs. Mary Klemme Ferguson; Mrs. Gilbert Finch; Mrs. C. A. Douglas; Mrs. M. A. Pooler; Mrs. J. F. Cass; Mrs. T. H. Temple; Mrs. John Doughty; Mrs. Marjory McCrimmon; Mrs. Inez M. West; Mrs. E. A. Crawford; Mrs. R. E. Farrand; Mrs. C. C. Dickman; Mrs. H. W. Dickman; Mrs. R. V. Porter; Mrs. Hattie Robbins; Miss Mary Foxwell; Mrs. A. B. Reif; Mrs. T. J. Durant; Mrs. F. H. Hill; Mrs. J. D. Perry; Mrs. Sarah Richards; Miss Mary Hatch; Mrs. B. W. Soper; Mrs. B. Dubbert; Mrs. T. J. B. Robinson; Mrs. Lois Magee Snider; Mrs. W. G. Crowder; Mrs. Jennie Eighmey; Mrs. P. H. Anderson; Mrs. C. E. Smith; Mrs. J. B. Bird; Mrs. E. A. Welden; Mrs. Lucy Wingate; Mrs. Margaret C. Carter; Mrs. Della Maltby; Mrs. Ada Reed; Mrs. F. E. Nash; Mrs. Martha Comstock; Mrs. E. D. Hull; Mrs. J. E. Johnson;

Mrs. G. H. Kennedy; Mrs. Sarah P. Bailey; Mrs. Lillian McCook; Mrs. Ida E. Ellison; Mrs. Marion Delop; Mrs. Etta Nourse; Mrs. G. O. Clapham; Mrs. Mabel M. Smith; Mrs. F. P. Fox; Mrs. Nettie M. Wesp; Mrs. Eva Moldenhauer; Mrs. Charles Burmaster; Mrs. E. A. Meyers; Mrs. Bessie A. Bellows; Miss Mary C. Anderson; Mrs. F. E. Wager; Mrs. Robert Duncan; Mrs. William Galbreth; Mrs. F. P. Shaffer; Mrs. W. C. Gardner; Mrs. John Ellison; Mrs. Mary Russell; Mrs. J. C. Erb; Mrs. A. E. Conrad; Mrs. Hattie Piper; Mrs. L. N. Greene; Mrs. Chas. Hausner; Mrs. Ada L. Folks; Mrs. Julia Conklin; Mrs. E. A. Lang; Mrs. Thomas Gates; Mrs. N. J. Ashbaugh; Mrs. S. A. Sylvester; Mrs. A. W. Smith; Mrs. H. W. Troy; Mrs. Grace M. Cook; Miss Alexandra J. Duncan; Mrs. S. B. Lattner; Mrs. H. F. Arnold; Miss M. M. Tutt; Mrs. Belle B. McGoon; Mrs. W. H. Beacom; Mrs. Ida M. Gutches; Mrs. Elizabeth Roberts; Mrs. Charles F. Pye; Mrs. A. T. Nierling; Mrs. Louie E. Elwood; Mrs. Flora K. Burling; Miss Hattie McCarthy; Mrs. A. H. Thompson; Mrs. James Davis; Mrs. Anna Young; Miss Lucy Parker; Mrs. A. M. Doughty; Mrs. J. E. Kernahan; Mrs. Martha A. Elphic; Mrs. John W. Shirley; Mrs. A. L. Evans; Mrs. R. F. Shirley; Mrs. H. S. Patterson; Mrs. C. Downing; Mrs. Isaac Cunningham; Mrs. Margaret E. Herwig; Mrs. M. E. Geiser; Mrs. Adam Shafer; Mrs. Guy West Wilson; Mrs. George Rathbun; Mrs. D. C. Rathbun; Mrs. Emma Patterson; Mrs. Kate A. Hall; Mrs. D. W. Chittenden; Miss Carrie Albee; Mrs. Hugh Scott; Mrs. George Beacom; Miss Vina Ashbaugh; Mrs. Emma Cray Sherwood; Mrs. Mattie E. Smith; Mrs. Marion G. Morehouse; Mrs. M. K. Culver; Mrs. J. M. Dorman; Mrs. Nettie Adams; Mrs. Allie B. Stone; Mrs. Leola G. Tracy; Mrs. Nora Graf; Mrs. Elma D. Holbert; Mrs. Gertrude Graves Cole; Mrs. Mary O. Dennis; Mrs. Anna T. Holm; Mrs. John K. Jackson; Mrs. C. L. Pooler; Mrs. Ethel Wayman; Mrs. J. L. Zoller; Miss Minnie A. Reed; Mrs. Fannie Parker Himes; Mrs. C. S. Tireman; Mrs. Myrta C. Burdick; Miss Mary E. Grow; Mrs. Myra Bindenberger; Mrs. M. A. Cassidy; Mrs. W. B. Davis; Mrs. P. S. Banning; Mrs. H. J. Baker; Mrs. M. E. Taylor; Mrs. Emma R. Colgrove; Mrs. M. E. Twitchell; Mrs. Mary G. Hoyt; Mrs. Ida M. Snowden; Mrs. L. J. Ayer; Mrs. C. A. Moody; Mrs. Charles M. Stuart; Mrs. D. M. Parker; Mrs. W. K. Humphrey; Mrs. R. W. Cooper; Mrs. E. O. Heuse; Mrs. Frank J. Davis; Mrs. William Baker; Miss Jennie Baker; Mrs. H. I. Robinson; Mrs. I. E. Hoogner.

ACCREDITED SCHOOLS

Below is printed the list of High Schools whose work is accredited by the Committee on Secondary School Relations.

Graduates of these High Schools may be classed as unconditional Freshmen upon the presentation of the proper certificate showing the completion of not less than thirty semester credits in studies acceptable to the College.

Graduates lacking one or two of the required semester credits may be classed as conditioned Freshmen at the opening of the College year, the condition to be made up as soon as possible after entrance. No one can be admitted to the Freshmen class with less than twenty-eight semester credits.

Ackley
Adair
Adel
Afton
Agency
Albia
Alden
Algona
Allerton
Alta
Alton
Ames
Anamosa
Anita
Atlantic
Audubon
Avoca
Battle Creek
Bayard
Bedford
Belle Plaine
Bellevue
Belmond
Bloomfield
Boone
Brighton
Britt
Brooklyn
Buffalo Center
Burlington
Calmar
Carroll
Castana
Cedar Falls
Cedar Rapids
Centerville
Chariton
Charles City
Charter Oak
Cherokee
Clarinda
Clarence
Clarion
Clearfield
Clear Lake
Clinton
Colfax
Columbus Junction
Colo
Conrad
Coon Rapids
Corning
Correctionville
Corydon
Council Bluffs
Cresco
Creston
Dallas Center
Danbury
Davenport
Denmark
Decorah
Denison
Des Moines, East
Des Moines, North
Des Moines, West
Dewitt
Dubuque
Dows
Dunlap
Dysart
Eagle Grove
Earlham
Eddyville
Eldon
Eldora
Elkader
Emerson
Emmetsburg
Essex
Estherville
Exira
Fairfield
Farmington
Farragut
Fayette
Fonda
Fontanelle
Forest City
Fort Dodge

Fort Madison
Galva
Garden Grove
Garner
Gladbrook
Glenwood
Glidden
Goldfield
Greene
Greenfield
Griswold
Grinnell
Grundy Center
Guthrie Center
Guthrie Co., Panora
Guttenberg
Hamburg
Hampton
Harlan
Hartley
Hawarden
Holstein
Hubbard
Humboldt
Ida Grove
Independence
Indianola
Inwood
Iowa City
Iowa Falls
Jefferson
Keokuk
Keosauqua
Keota
Kingsley
Knoxville
Lake City
Lake Mills
Lake Park
Lamoni
La Porte
Lansing
Lehigh
Le Mars
Lenox
Leon
Livermore
Logan
Lyons
Malvern
Manchester
Manilla
Manning
Manson
Maquoketa
Mapleton
Marcus
Marengo
Marion
Marshalltown
Mason City
McGregor
Mechanicsville
Missouri Valley
Monona
Monroe
Montezuma
Monticello
Morning Sun
Moulton
Mount Ayr
Mount Pleasant
Mount Vernon
Murray
Muscatine
Nashua
Neola
Nevada
New Hampton
New London
New Sharon
Newton
Nora Springs
North English
Northwood
Oakland
Odebolt
Oelwein
Ogden
Onawa
Orange City
Osage
Osceola
Oskaloosa
Ottumwa
Parkersburg
Paullina
Pella
Perry
Pocahontas
Pomeroy
Prairie City
Primghar
Randolph
Red Oak
Reinbeck
Rockford
Rockwell City
Rock Rapids
Rock Valley
Rolfe
Sabula
Sac City
Sanborn
Seymour
Shelby
Sheldon
Shell Rock
Shenandoah
Sibley
Sidney
Sigourney
Sioux Center
Sioux City
Sioux Rapids
Sloan
Spencer
Spirit Lake
Springville
Stanwood
State Center
Storm Lake
Stuart
Story City
Strawberry Point
Sutherland
Tabor
Tama City
Tipton
Toledo
Traer

UPPER IOWA UNIVERSITY

Union	Waterloo, West	West Side
Valley Junction	Waukon	West Union
Villisca	Waverly	What Cheer
Vinton	Webster City	Whiting
Walnut	Wellman	Wilton
Wapello	West Bend	Williamsburg
Washington	West Branch	Winfield
Waterloo, East	West Liberty	Winterset

FULLY ACCREDITED PRIVATE SCHOOLS AND ACADEMIES.

Cathedral School, Sioux City.
Cedar Valley Seminary, Osage.
Charles City College Academy, Charles City.
Denison Normal School, Denison.
Epworth Seminary, Epworth.
Howe's Academy, Mt. Pleasant.
Iowa City Academy, Iowa City.
Jewell Lutheran College, Jewell.
Mt. St. Joseph's Academy, Dubuque.
Nora Springs Seminary, Nora Springs.
Northwestern Classical Academy, Orange City.
Sac City Institute, Sac City.
St. Agatha's Seminary, Iowa City.
St. Frances Academy, Council Bluffs.
St. Joseph's Academy, Dubuque.
St. Katherine's School, Davenport.
St. Mary's High School, Iowa City.
Woodbine Normal School, Woodbine.
Tilford Academy, Vinton.
Waldorf College, Forest City.

UNIFORM ADMISSION BLANKS

The Standard Colleges of Iowa issue admission blanks for recording the credits of graduates from Accredited High Schools. These blanks may be obtained by writing to the President. Students coming from the High School should have these certificates properly filled out and signed by the Principal of the High School. This will admit the candidate without examination on all work to which it certifies.

REGISTER OF STUDENTS

In Attendance Between June 13, 1912, and June 12, 1913

COLLEGE OF LIBERAL ARTS

GRADUATE STUDENTS

Busse, Florence	Fayette
Garrison, Eleanor	Fayette

SENIORS

Baker, Harold Irwin	Farley
Baskerville, Wendell	Earlville
Bates, Robert Oliver	Independence
Black, Robert Henry	Independence
Bryant, Gertrude	Waukon
Buhlman, Lela Olive	Fayette
Claxton, Bernice Kate	Fayette
Day, Shirley Louise	Fayette
Day, Mabel Alice	Fayette
Fleming, Sue Van Dorne	Marshalltown
Graf, Zinita Barbara	Fayette
Grimes, Marie Ruth	Colesburg
Handke, Robert William	Cresco
Hoyt, Agnes Howard	Decorah
Hunt, Eva Elizabeth	Fayette
Johnson, Alvena Georgia	Houston, Minn.
Kaiser, Dora Marie	Fayette
Leach, Henry Joe	Fayette
Leach, Edson R.	Hawkeye
Manuel, Ralph Webster	Fayette
Miller, Elsie Leanora	Fayette
Miller, Don S.	Spring Hill, Wyo.
Nafe, Mildred Whitney	Boulder, Col.
Newcomer, Guy Vernon	Fayette
Newcomer, Ralph Charles	Fayette
Palmer, Kingsley Ray	Hawkeye
Pebler, Edwin George	Strawberry Point
Pierce, Angie Garfield	Manchester
Powers, Glenn C.	Fountain, Minn.
Shade, James J.	Wall, S. Dak.
Smith, Ernest T.	Volga

UPPER IOWA UNIVERSITY

Stockman, John William	Cresco
Sylvester, Olive Lynette	Maynard
Taylor, Hartness D.	Independence
Teeple, Bessie Adela	Waukon
Thompson, Harry J.	New Hampton
Wilcox, Edwin H.	Dupuyer, Mont.
Younkman, Elsie	Arlington

JUNIORS

Adams, William Merritt	Waucoma
Almquist, Alvin Thomas	Houston, Minn.
Baker, Nita Elizabeth	Farley
Cerney, Rob Roy	Manly
Collett, Margaret Jayne	Fayette
Coolidge, Lida Beryl	Edgewood
Coolidge, Bertha Hazel	Edgewood
Felter, Allan Gordon	Fayette
Felter, Maude Ethel	.Fayette
Galbreth, William	Randalia
Graham, James Harlow	Fayette
Green, Hazel	Manchester
Hall, DeEtta Arabella	Wesley
Hoyt, Harold Newman	Fayette
Halsey, Walter E.	Decorah
Kofske, Harry B.	Waterloo
Luce, Robert	Waucoma
Manuel, Earl Walter	Fayette
Opperman, Anita Gertrude	Strawberry Point
Robbins, Emerald	Fayette
Ryan, Harry	Greeley
Simpson, Charmion E.	Arlington
Stone, Geneva Mary	Waucoma
Taylor, Stella Gladwin	Lamont
Tipton, Robert	Ossian
Whitney, Hattie Jessie	Rudd

SOPHOMORES

Baskerville, Roberta	Earlville
Brause, Clifford Archie	Elgin
Brown, Freeda Emma	Lamont
Carrothers, Chester	Fayette
Caudle, Inez Jane	Fayette
Dunkelberg, Elmer C.	Sumner
Ehler, John	Aurora
Follett, Walter Clarence	Elgin

Fults, Mary Minnie	Strawberry Point
Goocher, Maude Irene	Cresco
Hendee, Marjorie	Fayette
Kennedy, Gail Mason	Fayette
McCann, Hadwin	Fayette
McSweeny, John	Westgate
Norton, Arthur Dempster	Fayette
Patridge, Helen	Maynard
Phillips, David Pollock	Center Junction
Phillips, William Virgil	Center Junction
Pierce, Barbara Ann	Manchester
Schwandt, Clara Marie	Rosendale, Wis.
Shaffer, Lloyd Wesley	Anamosa
Sherman, Bryan G.	Edgewood
Sherman, Verna I.	Edgewood
Smith, Norma Pearl	Fayette
Smith, Muriel B.	McGregor
Smith, Blanche Joyous	Edgewood
Wheeler, Hazel M.	Edgewood
Williams, Anna Louise	Sumner

FRESHMEN

Allen, Percy T.	Benton, Wisc.
Anderson, Charles E.	Lime Springs
Baskerville, Maude Jennie	Earlville
Becker, Martha Lorraine	Cresco
Bennett, Arthur Vincent	Fayette
Buhlman, Harold L.	Fayette
Casper, Lois Marie	Chester
Cooper, Hermann R.	Fayette
Cooper, Harry	Fayette
Cray, Winfield	Chester
Davis, Paul E.	Fayette
Davis, Mabel	Manchester
Day, Inez Isabel	Fayette
Day, Gladys H.	Fayette
Day, Elsie Loraine	McGregor
Denniston, Donald William	Fayette
Dietel, Viola Anna	Hawkeye
Dunkelberg, Helen A.	Sumner
Dye, Wenonah Lillian	Fayette
Forward, Ruth	Edgewood
Gue, Jessie Evelyn	Lime Springs
Gue, Ruth	Lime Springs
Holland, Helen Mildred	Dubuque
Hungerford, Louis Newell	Fayette

UPPER IOWA UNIVERSITY

Hungerford, Laurence Dell	Fayette
Hungerford, Rena Belle	Fayette
Hunt, Ruby Jean	Fayette
Littelle, Harold A.	Fayette
Lockwood, Pearl	Fayette
Mastin, Frederick Earl	Monticello
Mahuran, Stuart A.	Center Point
Mellen, Gertrude Florence	Fayette
Miehe, Oscar Carl	Maynard
Mitchell, Jethro Franklin..	Hawkeye
Munger, V. Blanche	Sumner
Parker, Hugh Klemme	Fayette
Paul, Cora Helen	Arlington
Rathbun, Katherine	Fayette
Reitz, Clayton E.	Clarksville
Renshaw, Ruth Lucille	Inwood
Scott, Elizabeth Gregg	Fayette
Sherman, Letha I.	Edgewood
Shipton, Myra Sarah	Clermont
Smith, Theressa May	Fayette
Soule, Ruth A.	Arlington
Teesdale, Ray Dennis	Strawberry Point
Thomas, Jennie	Fayette
Wilken, Louisa A.	Arlington
Young, Ruth Naomi	Fayette
Young, Frederick Keen	Fayette
Young, Truman Ross	Center Junction

IRREGULAR COLLEGE

Jack, Pearl Elizabeth	Waucoma
Ludwig, Lillian	Independence
Sylvester, William Sidney	Fayette
Tiffany, Ray	Oelwein

ACADEMY

Four Year

Atkinson, Henri	Sheffield
Andresen, Oliver	Volga
Evans, Carleton Francis	Maynard
Graham, Madison Young	East Dubuque, Ill.
Hekel, Lester C.	Quasqueton
Horton, Donald Lysle	Ft. Atkinson
Hoyt, Helen Josephine	Decorah
Newton, Mary Williams	Fayette

Parker, Dorothy Lakin	Fayette
Richards, Roy	Castalia
Richards, Sada	Castalia
Vierth, Vernon M.	Quasqueton

Third Year

Carmichael, Harry Delos	Fayette
Leete, Hazel	Volga
Nicholson, Hazel K.	Ossian
Probert, Eva Pearl	Volga
Roberts, Leah Olive	Fayette
White, Sidney James	Volga

Second Year

Atkinson, Marjorie Elizabeth	Savanah, Minn.
Phillips, Mary Alva	Center Junction
Rutherford, Lawrence Guy	Cresco
Smith, Harmon Henry	Grayslake, Ill.
Wallace, Roy Albert	Sunnyside, Wash.

First Year

Child, Millie	Masonville
Davis, Oakley	Lima
Eaton, Earl Mason	Randalia
Morley, Elmer	Elkport
Smith, Elsie Mildred	Garber
Werner, Charles August	Adams, Nebr.

IRREGULAR ACADEMY

Barnes, Mattie A.	Lyle, Minn.
Brown, Clara	Guttenberg
Deming, Emogene	Arlington
Linn, Harriet	Fayette
Peterson, George Alfred	Ellsworth, Wis.
Roberts, Ina Glenn	Fayette

SCHOOL OF MUSIC

Instrumental

POST GRADUATES

Bennett, Arthur Vincent.....Fayette

UPPER IOWA UNIVERSITY

SENIORS

Chapman, Lavon Eleanor.Fayette
Combs Alma Beulah.....Greeley
Cooper, Hermann.....Fayette
Grapes, Idabelle .....
.....Strawberry Point
Howard, Juliet Elizabeth..Cresco
Roberts, Leah Olive.....Fayette

JUNIORS

Allen, Martha Marie...Arlington
Carmichael, Harry Delos.Fayette
Miller, Mary Ione.....Fayette
Stone, Geneva Mary....Waucoma
Ware, Lavon Frances....Fayette
Wilson, Carrie.....Fayette

SUB-JUNIORS

Baker, Doris Edna.....Farley
Becker, Martha Lorraine..Cresco
Bellarde, Lola...Bridgeport, Wis.
Berger, Alma.....Elgin
Black, Robert H....Independence
Bray, Mila Maretta.....Fayette
Bryant, Gertrude.....Waukon
Carrothers, Chester Coe..Fayette
Child, Amelia.....Masonville
Cole, Helen Janet.....Greeley
Cook, Mertie M.....Sac City
Cooper, Edwin Jonas....Fayette
Davis, Lota Bessie.....Randalia
Dunkelberg, Helen.....Sumner
Hill, Angeline N.....
.....Yorkton, Sask., Can.
Hill, Marjorie.....Fayette
Larrabee, Mabel Claire.....
.....Denver, Col.
Linn, Grace Emma.....Fayette
Miller, Margaret Clark...Fayette
Miner, Paul .....Fayette
Miner, Ruth .....Fayette
Munger, V. Blanche.....Sumner
Newton, Mary Williams..Fayette
Opperman, Anita G. .....
.....Strawberry Point
Pierce, Barbara Ann..Manchester
Pond, Zella Edith.....Fayette
Potter, George Hensley..Fayette
Renshaw, Ruth Lucile....Inwood
Richards, Sada.....Castalia
Scobey, Marion.....Fayette
Scobey, Vera.....Fayette
Scobey, Mrs. Zella.....Fayette
Shaffer, Lloyd W.....Anamosa
Simonson, Ruth.....Fayette
Sweet, Helen Elizabeth..Fayette
Thomas, Jennie.....Fayette
Turner, Vida Biancy.....Fayette
Wier, Anton F.....Hawkeye
Young, Ross Newman....Fayette
Young, Ruth Naomi.....Fayette
Young, Mary Harris....Arlington

PIPE ORGAN

Bennett, Arthur Vincent..Fayette
Howard, Juliet Elizabeth..Cresco

HARMONY

Allen, Martha Marie...Arlington
Baker, Doris Edna.....Farley
Black, Robert H....Independence
Carmichael, Harry Delos..Fayette
Chapman, Lavon Eleanor.Fayette
Combs, Alma Beulah....Greeley
Cooper, Edwin Jonas.....Fayette
Grapes, Idabelle .....
.....Strawberry Point
Hill, Angeline N.....
.....Yorkton, Sask., Can.
Howard, Juliet Elizabeth..Cresco
Opperman, Anita G.....
.....Strawberry Point
Stone, Geneva Mary...Waucoma
Turner, Vida Biancy.....Fayette
Ware, Lavon Frances....Fayette
Wilson, Carrie.....Fayette
Young, Ross Newman....Fayette
Young, Ruth Naomi.....Fayette

HISTORY

Black Robert H.....Independence
Cooper, Hermann.....Fayette
Pond, Zella Edith.....Fayette
Renshaw, Ruth Lucile....Inwood
Stone, Geneva Mary...Waucoma
Turner, Vida Biancy.....Fayette

THEORY

Black, Robert H....Independence
Combs, Alma Beulah.....Greeley
Chapman, Lavon Eleanor.Fayette
Cooper, Hermann.....Fayette
Grapes, Idabelle.....
.....Strawberry Point
Howard, Juliet Elizabeth..Cresco
Miller, Mary Ione.....Fayette
Newton, Mary Williams..Fayette
Renshaw, Ruth Lucile....Inwood
Turner, Vida Biancy.....Fayette

Voice

POST GRADUATE

Carmichael, Harry Delos.....Fayette

SENIORS

Turner, Vida Bianey..... .....Fayette

Becker, Martha Lorraine..Cresco
Brown, Clara .....Guttenberg
Chapman, Lavon Eleanor.Fayette
Cooper, Harry.....Fayette
Davis, Paul.....Fayette
Dunkelberg, Helen A.....Sumner
Felter, Maude Ethel.....Fayette
Graf, Zinita Barbara.....Fayette
Hill, Mrs. Emma.....Fayette
Howard, Juliet Elizabeth..Cresco
Hungerford, Louis Newell.Fayette
Hungerford, Laurence Dell....
..... Fayette
Opperman, Anita Gertrude....
.....Strawberry Point
Pond, Zella Edith.....Fayette
Ressler, Ivan.....Fayette
Searles, Ruth .....Fayette
Soule, Ruth A.....Arlington
Taylor, Stella Gladwin...Lamont
Teeple, Bessie Adela....Waukon
Thompson, Harry J.....
.....New Hampton

VIOLIN

Almquist, Alvin Thomas.....
..... Houston, Minn.
Banning, Peter.....Fayette
Brown, Leon R.....Cresco
Davis, Oakley Smith.....Lima
Day, E. Loraine.....McGregor
Dunkelberg, Elmer C.....Sumner
Eaton, Earl Mason.....Randalia
Hockert, Wilma.....Randalia
Horton, Donald Lysle.....
.....Ft. Atkinson
Jack, Pearl Elizabeth..Waucoma
Luce, Gordon.....Waucoma
Miller, Ione.....Fayette
Moore, Milton.....Fayette
Parker, Dorothy Lakin...Fayette
Pond, Americus.....Fayette
Rathbun, Edwin.....Fayette
Smith, Grace.....Hampton
Smith, Muriel B.....McGregor
Stribley, Amos.....Ft. Atkinson
Younkman, Elsie.....Arlington

UPPER IOWA UNIVERSITY

CELLO

Hoyt, Harold Newman.....Fayette

GUITAR

Baker, Nita Elizabeth.....Farley

MANDOLIN

Baskerville, Wendell.....Earlville

SCHOOL OF ORATORY

PRIVATE

Allen, Marie.....Arlington
Baskerville, Maude.....Earlville
Becker, Martha.....Cresco
Day, E. Loraine.....McGregor
Dunkelberg, Helen.....Sumner
Hill, Florence.....Elkader
Larrabee, Mabel....Denver, Colo.
Leach, Henry J.....Fayette
Lockwood, Edna.....Fayette
Mahuran, Stuart....Center Point
Munger, V. Blanche.....Sumner
Phillips, Mary.....Center Point
Rathbun, Katherine.....Fayette
Roberts, Leah.....Fayette
Stockman, John.....Cresco
Smith, Blanche.....Edgewood

DRAMATIC ART

Anderson, Charles..Lime Springs
Allen, Percy.....Benton, Wis.
Becker, Martha.....Cresco
Brown, Freeda.....Lamont
Bryant, Gertrude.....Waukon
Cerney, R. R.....Manly
Coolidge, Beryl.....Edgewood
Cooper, Harry.....Fayette
Day, Loraine.....McGregor
Dunkelberg, Helen.....Sumner
Dunkelberg, Elmer.....Sumner
Handke, Robert.....Cresco
Hill, Florence.....Elkader
Horton, Lysle.....Ft. Atkinson
Jack, Pearl.....Waucoma
Larrabee, Mabel...Denver, Colo.
Manuel, Earl.....Fayette
Mahuran, Stuart....Center Point
Munger, V. Blanche.....Sumner
Reitz, Clayton.....Clarksville
Rutherford, Guy.....Cresco
Shipton, Myra.....Clermont
Simar, Harold.....Fayette
Simpson, Charmion.....Arlington
Smith, Blanche J.....Edgewood
Stockman, John.....Cresco

DEBATE

Anderson, Charles..Lime Springs
Andresen, Oliver.....Volga
Cray, Winfield.....Chester
Denniston, Donald.....Fayette
Dunkelberg, Elmer.....Sumner
Felter, Allan.....Fayette
Galbreth, Wm.....Randalia

PUBLIC SPEAKING

Cooper, Harry.....Fayette
Ehler, John.....Aurora
Graham, Madison.....
.....East Dubuque, Ill.
Hungerford, Louis.....Fayette
Hungerford, Laurence....Fayette
Kofske, Harry B.....Waterloo
Leach, Henry.....Fayette
Mitchell, Jethro.....Hawkeye
Reitz, Clayton.....Clarksville
McSweeny, John.....Westgate

VOCAL CULTURE

Atkinson, Marjorie.....Savanah, Minn.
Baskerville, Maude.....Earlville
Baskerville, Roberta.....Earlville
Brown, Freda.....Lamont
Day, E. Loraine.....McGregor
Deming, Emogene.....Arlington
Dunkelberg, Helen.....Sumner
Felter, Maude.....Fayette
Goocher, Maude.....Cresco
Gue, Jessie.....Lime Springs
Gue, Ruth.....Lime Springs
Munger, V. Blanche.....Sumner
Newton, Mary.....Fayette
Nicholson, Hazel.....Ossian
Paul, Cora.....Arlington
Pierce, Angie.....Manchester
Probert, Eva Pearl.....Volga
Smith, Norma.....Fayette
Soule, Ruth A.....Arlington

EXTEMPORE

Andresen, Oliver.....Volga
Cray, Winfield.....Chester
Dunkelberg, Elmer.....Sumner
Handke, Robert.....Cresco
Mahuran, Stuart....Center Point
McSweeny, John.....Westgate

SPECIAL STUDENTS

Baskerville, Wendell....Earlville
Brown, Albert.....Fayette
Buhlman, Blanche.....Fayette
Burget, Thelma.....Fayette
Cerney, R. Roy.....Manly
Cullins, Myrtle.....Fayette
Davis, Bessie.....Fayette
Haines, Helen.....Fayette
Jack, Ruby.....Waucoma
Kiel, Grant.....Fayette
Leach, Edson R.....Hawkeye
Luce, Robert.....Waucoma
Littelle, Mildred.....Fayette
Older, Mildred.....Fayette
Paine, Miriam.....Fayette
Pond, Bernice.....Fayette
Sinnott, Bessie.....Fayette
Smith, Blanche J.....Edgewood

PHYSICAL CULTURE

Atkinson, Marjorie.....Savanah, Minn.
Baker, Nita.....Farley
Baker, Doris.....Farley
Becker, Martha.....Cresco
Bryant, Gertrude.....Waukon
Childs, Millie.....Masonville
Claxton, Bernice.....Fayette
Coolidge, Beryl.....Edgewood
Coolidge, Hazel.....Edgewood
Forward, Ruth.....Edgewood
Goocher, Maude.....Cresco
Graf, Zinita.....Fayette
Kennedy, Gail.....Fayette
Larrabee, Mabel...Denver, Colo.
Teeple, Bessie.....Waukon

BUSINESS SCHOOL

SHORTHAND

Atkinson, Henri.....Sheffield
Claxton, Forrest.....Fayette
Jack, Pearl Elizabeth...Waucoma
Larrabee, Mabel Claire.....Denver, Colo.
Newcomer, Ray.....Fayette
Shaffer, Lloyd.....Anamosa
Young, Ross Newman.....Fayette

UPPER IOWA UNIVERSITY

TYPEWRITING

Atkinson, Henri.....Sheffield
Andresen, Oliver .....Volga
Baskerville, Wendell.....Earlville
Claxton, Forrest.....Fayette
Cooper, Harry .....Fayette
Cray, Winfield .....Lime Springs
Eaton, Earl Mason.....Randalia
Farnsworth, Noel .....Cresco
Graham, J. Harlow.....Fayette
Jack, Pearl Elizabeth..Waucoma
Larrabee, Mabel Claire.....
.....Denver, Colo.
Mittelsted, Will.....West Union
Newcomer, Ray.....Fayette
Shaffer, Lloyd.....Anamosa
Young, Ross Newman.....Fayette

COMMERCIAL COURSE

Atkinson, Marjorie.....
.....Savanah, Minn.
Atkinson, Henri.....Sheffield
Brown, Leon R.....Cresco
Child, Millie..... Masonville
Child, Dale.....Masonville
Child, Ray .....Masonville
Farnsworth, Noel .....Cresco
Homewood, Richard.....
.....Strawberry Point
Mittelsted, Will.....West Union
Moser, Clarence Bernard.....
.....Strawberry Point
Newcomer, Ray..... Fayette
Otdoerfer, Herman Martin.....
.....Strawberry Point
Roberts, Ina Glenn.....Fayette
Smith, Harmon Henry.....
.....Grayslake, Ill.

SUMMER SCHOOL

GRADUATE STUDENTS

Dooley, Lester W.....Riceville
Garrison, Eleanor..... Fayette

COLLEGE

Anderson, Geneva...Lime Springs
Baker, Nita Elizabeth.....Farley
Bates, Robert.....Independence
Black, Robert.....Independence
Brown, Freeda.....Lamont
Buhlman, Lela.....Fayette
Claxton, Bernice.....Fayette
Cooper, Herman.....Fayette
Day, Shirley.....Fayette
Denniston, Donald.....Fayette
Felter, Maude .....Fayette
Felter, Allan .....Fayette
Fults, Mary A...Strawberry Point
Galbreth, Wm. .....Randalia
Green, Hazel .....Manchester
Hall, Leota .....Wesley
Hendee, Marjorie .....Fayette
Hunt, Eva .....Fayette
Hunt, Nellie.....Fayette
Hoyt, Harold .....Fayette
Jack, Pearl .....Waucoma
Johnson, Alvena...Houston, Minn.
Kennedy, Gail.....Fayette
Leach, Henry J.....Fayette
Leete, Hazel .....Volga
Mitchell, Jethro F.....Hawkeye
Powers, Glenn....Fountain, Minn.
Robbins, Emerald.....Fayette
Smith, Grace .....Hampton
Smith, Norma.....Fayette
Sylvester, Olive .....Maynard
Taylor, Stella.....Lamont
Thompson, Harry..New Hampton
Trezona, Lee R..Strawberry Point
Wilcox, E. H.....Dupuyer, Mont.
Williams, Louise.....Sumner

ACADEMY

Finch, Mildred.....Fayette
Hanchett, Burl E. .....Fayette
Hartman, Lavon.....Fayette
Noble, Robert D. .....Fayette
Rosebrook, Irene..... Fayette
Ware, Iva .....Fayette

NORMAL

Adams, Nellie M. .....Edgewood
Bigelow, Lulu.....Elgin
Billmeyer, Lulu G. .....Fayette
Blanchard, Lela V.....Waucoma
Broderick, Bridget M.....Clayton
Buesing, Agnes .....Westgate
Dean, Vivian .....West Union
Edwards, Edna R.....Westgate
Elliott, Grace .....Fayette
Felcher, Juaneta .....Nashua
Felcher, Vivian.....Nashua
Fink, Bertha M.Strawberry Point
Finney, Florence.....Arlington
Fetch, Lola .....Waucoma
Folsom, Elizabeth .....Oelwein
Frey, Sophia.....Wadena
Gehring, Mabel .....Wadena
Gilmer, Madge .....Randalia
Gilmer, Stella.....Randalia
Homewood, Katherine.....
.....Strawberry Point
Homewood, Amy .....
.....Strawberry Point
Johnston, Harland A.....Riceville
McClarrion, Agnes.....Arlington
Reusser, Lydia.....Elgin
Ricker, Odessa.....Clayton
Robinson, Bessie .....Hawkeye
Seward, Laura .....Edgewood
Steele, Pearle.....Oelwein
Tompkins, Alice .....Lima
Wood, Charlie .....Fayette
Wood, Flora....Strawberry Point

PIANO

Baker, Nita E.....Farley
Bennett, A. Vincent.....Fayette
Bills, Mildred .....Fayette
Chapman, Lavon.....Fayette
Cooper, Hermann.....Fayette
Davis, Lota Bessie.....Randalia
Day, Shirley..... Fayette
Dooley Bertha Mershon..Riceville
Fussell, Elsie.....Fayette
Hill, Marjorie.....Fayette
Miller, Ione .....Fayette
Miller, Margaret.....Fayette
Miner, Paul .....Fayette
Miner, Ruth .....Fayette
Roberts, Leah .....Fayette
Scobey, Marion .....Fayette
Simonson, Ruth .....Fayette
Sweet, Helen .....Fayette
Ware, Lavon .....Fayette
Wilson, Carrie .....Fayette

VOICE

Dooley, Bertha Mershon.Riceville
Hockert, Wilma.....Randalia
Thompson, Harry..New Hampton

VIOLIN

Davis, Oakley .....Lima
Eaton, Earl .....Randalia
Hockert, Wilma .....Randalia

CELLO

Hoyt, Harold.....Fayette

SUMMARY OF STUDENTS

COLLEGE OF LIBERAL ARTS

	Men	Women	Total
Graduate Students		2	2
Seniors..... 20		18	38

Juniors	14	12	26
Sophomores	12	16	28
Freshmen	21	30	51
Irregular	2	2	4
	69	80	149

THE ACADEMY

Fourth Year	8	4	12
Third Year	2	4	6
Second Year	3	2	5
First Year	4	2	6
Irregular	1	5	6
	18	17	35

MUSIC

Instrumental Music	11	43	54
Vocal and Stringed Instruments	21	24	45
	30	67	99

School of Oratory	37	45	82
School of Business	21	8	29
Summer School	23	73	96
Total			490
Names counted more than once			187
Whole number of students			303

This register of students and this summary includes only those students in attendance during the Academic Year, 1912-1913.

INDEX

Page.

Academy 74
Accredited High Schools.104-106
Admission 13-24
Advanced Standing 22
Alumni. 101
Art, School of 73
Athletics. 87-88
Business School 74
Board and Rooms 94
Buildings. 83
Choice of Study 25-29
College Calendar 2-5
Committees of the Faculty..11-12
Committees of the Trustees...7-8
Course of Study 25-56
Degrees 23; 99-100
Departments of Study:
  Astronomy 47
  Bible 54
  Botany 30
  Chemistry 31
  Debate 32
  Education 33
  English 35
  French 37
  Geology 38
  German 39
  Greek 41
  History 42
  Household Science 76
  Latin 44
  Mathematics 47
  Music 48
  Oratory 49
  Philosophy 49
  Physics 50
  Political Science 51
  Psychology 53
  Religion 54
  Social Science 51
  Zoology 56
Diplomas 99-100
Education, School of.....57
Entrance Requirements 13-14
Expenses 94-97
Faculty 9-10
General Information 78-97
Government. 89
Graduate Work 23-24
Gymnasium 87
History of Institution.....78-82
Laboratories 84-86
Ladies' Professorship Association 101-103
Lectures 12
Library. 84
Location 82-83
Museum. 86
Organization. 80-81
Prizes. 91-92
Religious Culture 88
School of Art 73
School of Commerce.....74
School of Education 57
School of Music 61
School of Oratory 68
South Hall. 94-95
Student's Organization 89-91
Students, Register of.....107-118
Students, Suggestions to....93-94
Students, Summary of.....117-118
Studies, Choice of.....25-29
Studies, Courses of 25-56
Summer Session 75-76
Trustees 6-7
Tuition and Fees 95-97
Winter Courses 76

UNIVERSITY OF ILLINOIS-URBANA
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